THE JOURNAL OF EDUCATION

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Ways of "Learning" Pupils

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The Editors Say . .

Sorry we could not acknowledge with personal letters all the congratulatory messages following our October issue. Please accept our sincere thanks both for these and for the helpful criticisms and suggestions we have also received.

Now comes November—and we find its Journal parts fitting together like a picture puzzle of How, What, When, Why and Whither—a fairly vivid coss-section of present-day education in its fifty-odd varieties of thought and action. Many of our contributors are practical idealists; probably most of them. How do their writings affect your state of mind and your educational *output*—if that's the word?

Education In a Stormy World

The war in Europe puts new seriousness into the educational task here in America. Evidently our citizens of tomorrow are going to need thorough grounding in the principles of self government, in character, and in all that this nation must stand for if it is to realize its best possibilities in a stormy world. As educators we have got to bear our individual parts courageously and wisely. If this JOURNAL helps you in any degree to render your utmost in truly patriotic service, we shall feel rewarded.

Remember Our Story Contest

We repeat the announcement of our Short Story Contest. Stories should deal with school situations or personalities and should not exceed 1500 words in length. They should be mailed not later than December 15, 1939 (with self-addressed stamped envelopes for return if unsuccessful), to JOURNAL Story Editor, Six Park Street, Boston, Mass. The prizes, as we said before, are $20, $10 and several of $5 each. Begin now to plot and write your story.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, NOVEMBER, 1939 NUMBER 8

EDITORIALS:

World at Lessons

This Reluctant War

Predictions about the war in Europe are of little value. On paper, the Allies are far better equipped to carry out a long war than are the Germans, but the Germans do surprising things. Just when the British are boasting that the U-boat campaign against their merchant ships has failed, the Germans push one of their underwater boats past mines and sentry vessels at Britain's number one naval base and sink a battleship. Only a day before, the Germans had surprised another British naval base with an air attack—less successful but rather disconcerting.

And there is Soviet Russia. Nobody in the world—least of all Hitler—knows what bearing the Nazi-Soviet pact will have upon the ultimate outcome. Moscow seems to be as much interested in halting Hitler as in helping him. Witness the Russian grab of eastern Poland with the neat little Soviet buffer strip between Germany and Rumania, and the quick succession of treaties with the Baltic states of Estonia, Latvia, Lithuania and Finland—treaties at gunpoint which, whatever else they do, do not make the Baltic a German lake.

Will this war to end Hitlerism merely extend Stalinism?

Hitler has shown reluctance to launch a heavy war with the French and British. His "peace offensives" can readily be construed as indications that he fears the results for Germany of such a struggle. The German people apparently feel very much as Hitler does. They don't mind gaining territory by bluffing, and bullying, but a mere rumor of truce with the Allies sends Berlin into an orgy of rejoicing—only to be followed by the gloomiest of reactions when the rumor's falsity is revealed.

One redeeming feature, in the beginning weeks, has been the abstention of both sides from the so-called "total war," which would mean a wholesale release of bombings over open towns and every known form of terrorization and brutality. There have been, in fact, occasional displays of chivalry on both sides. German U-boat commanders have been known to reassure the passengers and crews of torpedoed ships that rescue was on the way—even to signal the position of the distressed ship to possible rescuers. The British, in their turn, paid tribute to the skill and daring of the German officer who destroyed the warship Royal Oak in the very teeth of British defences at Skapa Floe.

To the conquered Poles, their nation wiped out, it must seem that the present war on their behalf is tardy support indeed. They may even wonder whether it is fought on their account at all or for some purpose which, if achieved, will do them little good.

Europe is undergoing another of its hard, hard lessons. Will it ever learn to work out its problems through compromise and reason instead of trusting to force, which accomplishes so little of lasting worth?

What Are You Paid For?

While it is not good sportsmanship on the part of teachers to blame the home—as some teachers do—for the failures of the classroom, it is a fact that the work of the teacher is greatly conditioned and circumscribed by the general attitude of the home and the community. The best of teachers can go no further than the degree of home cooperation permits her to go.

When a pupil, for example, knocks down a pile of books in the school room and refuses to pick them up because, as he sullenly remarks to the teacher, "You are paid to do such things," there is probably something wrong in the home this pupil came from.

A spirit of hostility to teachers and schools does frequently grow up in localities where school people neglect to cultivate right relations with the citizens. Here is where a Parent-Teacher Association may render first rate service. Also a well aimed campaign of publicity through the local press or in bulletins and radio talks should help to bring the public and the schools into better harmony.

Not all parents can be reached or moved to change their attitudes by an appeal to their intelligence or sense of fairness, for some will lack the mental wherewithal for responding. Some children and young people, moreover, will be cantakerous on their own accounts and in spite of home influences which are quite all right.

Occasionally—be it admitted—the teacher's own social attitude needs revision.

Is Business So Sordid?

A successful business man recently confessed to a regret that he had not stayed in teaching. Business, he asserted, is so sordidly competitive, so full of meanness.

Time was when the majority of students in our colleges and even in our secondary schools were headed for some profession. Today the overwhelming majority of them go into occupations of a business nature. They become workers in factories, offices, fields, fisheries, mines or forests.

Can our graduates who go into the non-professional trades be governed by a genuinely professional spirit? Or must they strive to beat down rivals, to chisel, to maintain monopolies for themselves or their organizations, whether of labor or capital?

Something can be achieved in the right direction by teachers who are wise and idealistic. The standards and practices of American business have been gradually improved. A retail store which charges different prices to different customers is now a curiosity, though once it was the rule. Our Better Business Bureaus have done much to check dishonesty. Our Federal Trade Bureau has curbed many an unfairness. Business and industry themselves are at work on making the ways of the market place more ethical. The actual motive power of all business is service. It is mainly by the application of brains and energy to the rendering of more service at less cost that America has prospered and produced the highest standard of individual wealth and abundance yet attained anywhere in the world.

A policy of holding up costs arbitrarily, thus preventing the normal lowering of prices to the consumer is likely to prove a boomerang. Those who pursue such a policy for selfish reasons are out of step with progress. They may prosper for a time but they have missed the whole idea. They are hangers on like barnacles. They fail to think in terms of service, which is just as fundamental to business as it is to law, medicine, or education.

Business will grow more idealistic as those who join its ranks are better informed as to its meaning and its opportunities.

The Organization Industry

One of our foremost industries here in America is the conducting of organizations. How many associations, clubs, leagues and societies we now have in operation would be hard to tell. Any community of ten thousand inhabitants is likely to include from 100 to two hundred organized groups, either entirely local or connected with some national or avowedly international body. Our economists are greatly concerned with the need for some super-industry to absorb the unemployed. Perchance they have overlooked the organization industry, with its opportunities for executive vice presidents, secretaries, field representatives and office workers.

The ingenuity of persons bent upon originating some new movement and becoming its paid agents knows no bounds.

Freedom of the Air Waves

For a very young industry, radio broadcasting in the United States has charted its course much more thoughtfully than might have been expected. The licensed custodions of the air waves are dependent upon revenues from advertising to keep their stations going, and many of the programs, whether advertiser-sponsored or given in the hope of winning sponsors, cater to a low order of intelligence or artistic taste. Yet there has been a higher level of wholesomeness and decency in radio than in the earlier days of motion pictures. And there has been manifest in American broadcasting from the outset a sense of the immense responsibility devolving upon the wielders of this new instrument for multiplied communication. The radio stations have contributed vast amounts of free time to educational programs and now, according to the code adopted by their national association, they are to make a point of allotting time, without expense, to both sides in the discussion of controverted national issues. This newest code includes a provision for barring from the air those speakers who have hitherto been able to purchase the opportunity to conduct one-sided harangues. The air waves, we are told, will no longer be sold to demagogs and denouncers—lest it be possible for any person or organization having sufficient funds to exercise undue control of public thought and action.

Affecting Fr. Coughlin, Judge Rutherford and other speakers possessed of large followings, the regulations will be bitterly opposed as an alleged infringement upon constitutional rights. The answer already hinted by the broadcasters is, that unlimited freedom of the air to those who can afford to pay the price threatens to vitiate the influence of radio, and to constitute a speech monopoly. The Courts will probably sooner or later be called upon to decide whether the broadcasters have overstepped the Constitution in their zeal to preserve a reasonable balance in the ether. Meanwhile it would appear to the judicial layman that the broadcasters have a right to frame their own rules as to what they will or will not take money for, so long as these rules are applied equally to all concerned. There is nothing in the Constitution that requires a radio lane to be opened to anybody. Speech is one thing and amplification is another thing. Just as reputable newspapers and magazines decline certain kinds of advertising and refuse to sell editorial space at any price, by the same token may not radio in its own way go about keeping its news unbiased and its oratorical contents in such form and balance as it deems proper in the public interest?

Ways of "Learning" Pupils

RUTH STRANG
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AN understanding of children underlies the curriculum, instruction, and counseling. If the curriculum is to be based upon the needs of boys and girls, we must find out what those needs are. That requires study of the pupils. If methods of instruction are to be adapted to individual differences and similarities, the teacher must recognize the individual differences and similarities in his class. Counseling is little more than a shot in the dark unless it consists of diagnosis as well as therapy or advice.

Accordingly, our first question is "What kind of child do we have to educate?" The answer to this is basic to the second and third questions: "For what shall we educate him?" and "How shall we educate him?" Too frequently the children are forgotten in the theoretical discussion of education, as in the case of a professor of child psychology who is reported to have come out of his office one day, stumbled over a child and said, "Oh my goodness, what is that?"

This approach to the study of education through focussing our attention on real live children in present-day society serves to unify our discussion of education as no other approach does. Beginning with a study of the needs and abilities of children we immediately become concerned (to quote from the 1938 British Yearbook of Education) with providing an environment in which they can fulfill their potentialities; with guiding and stimulating them in the use of this environment; with helping them to set standards or goals which are personally satisfying and socially desirable, and in developing methods of aiding them to acquire the habits, knowledge, skills, interests, and attitudes of mind which they need.

Guidance, as I understand it, consists of providing pupils with the experiences, information, and counsel which a study of them shows that they need. Professor Morrison said a number of years ago that a teacher should spend half his time studying his pupils as individuals and the rest of his time doing what that study shows to be desirable and necessary. In this article we are primarily concerned with the study of the pupil, although the two processes of child study and adjustment actually go on together[1].

Many ways of "learning" pupils are available to teachers, administrators, and specialists in personnel work. Each method supplements the other. The understanding that comes from everyday human contacts with pupils is the most natural, and perhaps the most valuable of all methods. This is the method we use daily in understanding our friends. Although this method is based on plain common sense, it does require skill that is gained through living and feeling with many boys and girls, and trying to understand what lies behind their words and actions. The understanding thus gained is most frequently put to immediate use in the guidance of individuals and never recorded in permanent form. Dr. Everett, Director of the White-Williams Foundation, Philadelphia, gives an excellent example of this method[2].

Somewhat more systematic and impersonal is the method of observation which may take the form of anecdotal records. These records of characteristic or atypical behavior kept over a period of time are the best means we have at present of studying the outward and visible signs of the individual's personality development.

The interview is an excellent means of gaining a general impression of an individual and his attitudes. In the course of the interview the skillful worker can frequently obtain the kernel of an individual's difficulty or the general pattern of his personality. At the same time he may be able to give the pupil or parent insight into his behavior and develop cooperatively a plan of action.

The diary record which a pupil keeps of his daily activities supplies the teacher with information about the pupil's health habits, responsibilities, interests, social relations, and study habits. Equally important is the insight which it gives to the pupil into his daily use of time. The daily schedules kept by high-school pupils in different parts of the country furnish a vivid panorama of the way boys and girls employ their time.

Still more objective means of studying certain aspects of a student's development are standardized intelligence and achievement tests. These tests should be used, as Professor Thorndike suggested more than twenty years ago, in connection with all the other information available about the individual.

The most comprehensive and unified method of studying the "whole child" is the case study which brings together information collected from various sources and by means of various techniques. The case study attempts to show the structure or pattern of a de-

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[1]Ruth Strang, **Every Teachers' Records.** New York: Teachers College, Columbia University, '93.

[2]Edith M. Everett, "Information Needed in a Case Study," **Fifteen Yearbook, Elementary School Principals, XV** (July, 1936), 486-487.

veloping personality and some of the conditions that favor or hinder its best development.

Most recent and most in accord with the theory of personality as a process rather than as a collection of specific traits are the so-called projective techniques. The method in this group of techniques is to provide the individual with a relatively unfamiliar, unstructured situation and observe how he organizes that new experience. The materials used are clay, paints, vague, indefinite ink blots as in the Rohrshach test, pictures as in the Murray Thematic Apperception Test. To any of these materials the subject responds freely, revealing sometimes to the trained psychologist a great deal about his innermost personality. The dramatic methods used by Moreno with adolescents and adult patients have similar diagnostic and even more therapeutic values.

In summarizing the problem of understanding the pupils five principles should be kept in mind:

1. Information should be subordinate to personal relationship. It is a mistake to try to get information, no matter how important it may seem, at the cost of arousing antagonism on the part of pupils or parents. With a satisfactory personal relation established you will eventually come to understand the individual; without that relation the path to further understanding and cooperation is blocked.
2. Diagnosis and therapy go on simultaneously. The process of studying pupils in itself may greatly influence their behavior. It may antagonize or depress them, or it may serve as a stimulus to them, setting goals and giving insight.
3. The pupil should be respected as a human being, not thought of as a "specimen" or "ease". His confidences, his interests, and his goals should be tested with consideration.
4. The interest and cooperation of the pupil is basic to almost every technique used for gaining information about his needs and abilities.
5. The study of the pupil should begin where he is at present. He should be accepted as he is and the attempt made to understand, not to reform him.

The relation between the technique and the person administering it is admirably expressed in a quotation from Dean Hawkes:

> "We can have all the techniques and all the tests and all the measurements in the world, but unless they are administered by wise men, I am not certain but that they do as much harm as good. At any rate, I would rather have the wise man without the techniques than the techniques without the wise man. The wise man plus the technique is the combination we are working toward. . . . I feel like saying the prayer, 'Lord, teach us to keep the values of the old in the methods of the new.' "[3]

Obviously there is need both for better techniques and wiser persons to use them.

The study of the pupil is not a mechanical process. Along with the perfection of techniques and instruments of diagnosis must go the selection and training of persons who will use the available instruments wisely and sympathetically.

---

[3]Ruth Strang: **Counseling Technics in College and Secondary Schools**, p.4. New York: Harper & Brothers, 1937.

Monuments In Their Place

RAYMOND E. MANCHESTER
Dean of Men
Kent State University, Ohio

When erection of monuments begins, creative action stops. When your town starts in on the bronze work or your club gets interested in the celebration of past events,—look out. When education is interpreted to mean the glorification of that which took place decades or centuries back,—look out. When you, as an individual, cease to live in the present twenty-four hours and spend your energies trying to send yourself back into previous periods,—look out.

The past gave us our heritage, but we must use it today. The past gave us the background for the present, but if we merely pass the background along without change to the future, we might just as well not have lived.

Too often, the teacher of literature fails to keep in touch with the present and gives the students the idea that all fine writing stopped fifty years ago. Too often the teacher of history disregards the news of the day and gives the students the notion that schools are not concerned with the activities of living persons. Too often, the teacher of languages limits the reading to the works of those who have been buried a century. Education should in part be connected with the daily problems of those who are eating prepared breakfast foods, buying cars on the installment plan, laughing over radio programs, and reading propaganda, and propaganda-opposed-to-propaganda. When a foreign nation gets obstreperous, we can't help matters very much by merely quoting George Washington. Our problems arise out of immediate circumstances. When men are out of work, they are out of work *now*. When boys and girls contemplate the future, they see positions connected with radio, motion pictures, air travel, the use of plastics, automobiles, government service, conservation of natural resources, and other things decidedly modern.

Monuments have a place in the general scheme of things as do celebrations and backward-looking exercises, but let us stop, look and listen if our friends get too insistent in demands for programs featuring events of Grand-pop's day. Such events were the results of the day's work for Grand-pop. Had he been monkeying around with monuments, we wouldn't have anything to celebrate.

Attitudes and an Aging Population

HAROLD H. PUNKE
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NUMEROUS social problems arise from our population coming to include a larger proportion of old people—due largely to declining birth rates and declining mortality in early life. Certain of those problems are concerned with attitudes regarding the aged and their place in society. Three avenues of approach to these problems will be considered here: attitudes of youth and young adults toward the aged, attitudes and adjustments of the aged or near-aged, and the mores and institutional care of the aged.

Attitudes of youth toward the aged.—For some time in America the differential between the amount of education received by youth and that received by their parents has increased, but since the World War it seems quite pronounced. With increased opportunity for education and experience, youth know more about many things than their parents know. This is quite likely in regard to problems which have arisen since the parents discontinued formal education, and to which high schools and colleges give much attention. Judgments of parents on such problems often have less value than judgments of their children, because the data on which parents judge are less extensive and less recent. Under such conditions young adults easily lose respect for judgments of the parent generation, and unbiased observers would consider the loss justified.

Youth, however, may fail to discriminate between situations in which the judgment of elders may be sound from those in which it is probably unsound. Accordingly when youth encounter parental judgment which is obviously weak, youth may generalize their attitude and disrespect most parental judgment. A problem in attitude education thus arises. If people learn early in life to examine and evaluate the conclusions of elders—teachers, parents, or others, they will likely begin early to discard some conclusions of elders, but are less likely to discard uncritically as many conclusions as when discarding is on an attitude-transfer basis—old folks are wrong on this and this, probably on most other things too.

Growth of knowledge gives each generation access to more information than had preceding generations. Hence in fields where many facts and implications can be mastered in a few years, judgments of elders may easily be inferior to those of youngers, except for vocational specialty where elders have kept up with advancing knowledge. Hence if judgments of lay elders in some fields are superior to judgments of lay youngers, those fields must not be the fields of easily mastered fact and interpretation. Hence the question: are there values and judgments which can be acquired only by having lived through a long span of time? Can persons over sixty years of age, to illustrate, see and feel first-hand the results of temperate living, whereas persons of college age have to take them on faith? Persons over sixty have usually lost their parents, probably brothers or sisters, and possibly some of their own children. Usually elders have also passed through more other crises which may generate long-time evaluations in some spheres of human relationships. Thus persons who have witnessed a half century of educational growth, may be less discouraged by current shortcomings than persons with less first-hand time perspective. The thought applies equally to persons having witnessed a half century of urbanization, of highway and communication development, or of agricultural mechanization and soil erosion. This thought does not overlook written records from which much perspective can develop, and perspective based on greater spread of time and space than that afforded by the life of a man of sixty. Neither does it overlook the attitude of some old folk made classical by the hillside farmer who had "worn out three farms and knew all about plowing and planting and gullying."

Are there values for meeting situations, which are reflected imperfectly in the literature because as values they are difficult to measure or describe, but which can in part be acquired through informal contact with persons who have developed them by many years of first-hand experience? The author does not presume to answer this question, but merely to raise it, and to suggest that it might repay study. A critical evaluation by youth of the conclusions of old folks might be an asset in any society, but particularly in a society in which printing and similar avenues of information tend increasingly to free youth in their learning from direct dependence on elders, yet a society with a decidedly increasing proportion of elders.

Attitudes and adjustments of the aged and near-aged. — Another aspect of the problem, aside from greater objectivity of youngers in evaluating judgments of elders, concerns the education of persons soon to become "old folks"—persons in their late fifties or perhaps early sixties. This is a phase of adult education. Three approaches are here suggested. One approach

could be indicated baldly by stating that if persons nearing old age were aware of typical lines of fossilization, they could either avoid such fossilization or recognize its probability in their own cases. If aging adults realized that some of their habits are suited to a past order of human relationships, and that much of what in their early adulthood was considered fact and implication has been superceded by other findings and interpretations, they might be less insistent in urging their views and practices upon younger persons. Hence they might be induced to yield greater social responsibility and control to persons who, because of greater physical energy or otherwise, maintain enough direct contact with the world to realize that everything important did not happen "in the olden days." Society might benefit from easier shifts of elders from positions which youngers might better fill. "Better" here relates mainly to energy or other equipment demanded by the position, rather than to probable greater family responsibility of younger age groups and consequent greater income need.

The foregoing approach in no way conflicts with the urge for greater objectivity by youth in evaluating the judgments of elders. It is rather another phase of objective evaluation of their relationships. The foregoing approach, however, suggests sacrifice by elders in favor of youngers. Hence one might ask what can be offered in return, or whether a necessary accompaniment is that of putting people on the shelf earlier through old-age insurance. Present society affords helpful illustrations: where an aging football coach retires from ing less strain, or where college professors retire from teaching or administration and devote their time to writing. Similar instances could perhaps become more numerous. Thus public-spirited lawyers might, under some economic conditions, retire from practise at a reasonable age, and study possible legislation in relation to social change. The literature on legal fiction and that on legal philosophy might benefit in consequence. Similar comments could be made regarding physicians. Persons from non-professional vocations might handle routine aspects of research and experimentation, where directive activities are handled by others. If America should take seriously the importance of research and experimentation in finding its way out of present economic difficulties, avoiding others, or improving the level of civilization in general, much could probably be done in utilizing older persons on research projects. Society would thus benefit from the outlay for supporting these persons, whether through old-age insurance or otherwise. Moreover the procedure might contribute to integration of personality, in that older persons could thus feel that they were still connected with matters of social import, and were still making a social contribution. The latter point is similar to the use of NYA help on research projects in college, or to the principle embodied in work relief as contrasted with direct relief for the unemployed in general. A passing comment might differentiate the foregoing types of activities for the aged, from such matters as turning over the care of infants to grandmothers—there is no danger of indoctrinating an adding machine with superstitions, as there may be in the case of a young child.

The third approach relates more directly to helping the aging adult find emotional substitutes for his earlier hold on important affairs, which he is asked to release. The previous comment relative to finding new or less strenuous employment, but continuing identification with matters of import as contrasted with merely waiting to die, is of course important here. More important may be a more comforting reformulation of the goals of life—with rationalization minimized. The personal appeal of biography or the appeal of religion might be assets here. In any case our increasing proportion of old people would make this seem a field to which a democratic society could devote attention—how to enable old people, from the standpoint of stability of personality and mental peace as well as physical comfort, to get the most out of life.

The mores and institutional care for the aged.—More old people means more thought of institutional care for the aged, particularly if costs are shouldered increasingly by society rather than by relatives. For individual families the matter sometimes becomes one of supporting aged relatives or of rearing children. With declining birth rates and accompanying emphasis on better care and treatment for what children there are, society is likely, in America if not in China, to lean increasingly toward giving children preference. If care of the aged thus becomes increasingly social, two considerations will have great social importance. These are cost and quality of care. When done on a quantitative basis economy in cost may for present considerations be assumed without further discussion. Similarly institutional care, because of large homogeneous groups, often has much in its favor in regard to diet, dress, housing arrangement, medical service, and perhaps some aspects of recreation. For many people, however, middle-aged and older, reference to institutional care of the aged calls to mind the "Old Folks Home," with its atmosphere of neglect and its stigma of pauperism. It is noteworthy here that public schools have sloughed off the one-time stigma of pauperism—through a disappearance of tuition, through teaching perhaps better than in typical private schools, through textbooks in some states furnished to rich and poor alike, through lunches or clothing made available without any note of pauperism, and through unstigmatized federal aid to pupils—NYA. Similarly

some parts of the country "pauper health service" is shifting to community clinics, without pauperism attached. In view of shifts in attitudes and the mores regarding the types of institutionalized public service mentioned, it is quite possible that the mores may change in regard to another type of institutionalized service—needed care and attention for the aged.

Do You Collect All Your Wages?

WALTER ALISON EDWARDS
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HOW much more do we get out of life than we put into it! How much do the compensations of service exceed its pains! Even when fickle fortune is unfriendly our toil is overpaid manyfold in rewards over which she has no control. The pleasures of intellectual and moral achievement, the satisfaction which arises from the consciousness of duty done, indeed, the joys of conflict far outweigh the effort they cost us. Whenever we truly see of the travail of our soul we cannot but be satisfied. Investments in the higher fields of endeavor are always profitable. For on the spiritual exchange stocks are always advancing.

But payment in these higher forms is not always automatic. Each man must see to it for himself that he gets all he should. Through pre-occupation with details, or over-emphasis on things of lesser worth, or a disposition to look on the dark side, one may lose a part of his wage. Even if it were true that the world owes every man a living, the duty would devolve on each creditor to make sure that the debt is paid.

Take for example the teacher: what rewards come to him for faithful service?

In the first place his relations with his fellowmen are for the most part on a high plane. People are prone to assume that one who has devoted himself to teaching is a good sort and can be counted on in general to do the right thing. And conversely, they themselves, unintentionally indeed, show their better selves in their dealings with him. For instance, here is a man whom his world considers narrow-minded, selfish, ignoble. To the teacher he may reveal unsuspected nobility of character, perhaps an undreamed-of breadth of view and freedom from sordid aims as he talks over plans for his boy's future. Thus the teacher is the last man in the world to lose his faith in human nature and to become pessimistic. He never reaches that stage of hopeless cynicism which is induced by long familiarity with the evil phases of human nature. And who shall say that in their opposite estimates of men the cynic is right and the optimist wrong? Who knows the real man, his rival in business who touches only the shell of hard business habit, or the teacher who surprises in the heart of the man noble impulses which arise from unsounded depths in his nature? When a man is at his best he is most sincere, most natural, most himself. And this is the view of him which the teacher enjoys.

Again, the daily routine of the teacher's life is a constant training in the highest virtues. His whole duty may be summed up in the word service. His daily task is to be helpful to his pupils. Every motive leads him to devote himself faithfully to them, for therein lies success; and every selfish thought, every temptation to provide for himself first and neglect them defeats itself. He is indeed paid a salary for this service, but not directly by his pupils. Between him and them the mercenary motive does not intrude. Now a merchant must indeed seek to please his customers, to cater to their wishes, to serve them. But there must be more or less distinct in his mind the thought of what he is to get out of each man. The motive that tends to dictate all his dealings with each customer is his own personal gain. I once asked a successful banker what feeling he had toward the men with whom he did business. Said he, "We are interested in a man just so long as we think we can get something out of him, and no longer." Such an attitude toward the persons with whom he deals may possibly lead a business man to success, but it would certainly precipitate the teacher into speedy and hopeless failure. I do not say that all business men are selfish. There are of course always opportunities for cooperation and public service and helpfulness to others. But as business is now conducted, under the relentless pressure of fierce competition, the daily round of duties is a fine training in selfishness. Many resist this influence and grow more generous and kindly as the years go by. All honor to them. I fear I couldn't do it if I had their daily training. Most men need all the helps to right living that are available, and the teacher finds some of these helps in the routine of his profession. And he should be glad to belong to a profession

where the emphasis is necessarily laid on self-denial and service for others.

Many teachers win the prize of perennial youthfulness. I remember a lawyer once urging as a serious objection to the teacher's life that it involved constant contact with immature minds. I retorted upon him that for my part I preferred to consort with immature innocence rather than with the mature depravity with which his profession familiarized him. But one may surely go much further than this and claim as one of the highest rewards of this profession the privilege it gives of constant and intimate companionship with the young. "Can two walk together except they be agreed?" And how can the teacher walk daily with those whose faces are lighted from the eastern sky without catching something of their sincerity and enthusiasm, their unquestioning faith in the ideal and their confidence in the speedy triumph of the right? Is such companionship of little worth to a man jaded with empty conventionalities, buffeted by defeats, heart-sick over the sordidness of human nature? I read in my daily newspaper the shocking record of suffering and crime, and the whole world seems out of joint. But when I go into the schoolroom and see shining in the faces of my pupils their faith that all's well with the world, or by their efforts soon will be, with the Pilgrims of Plymouth I thank the Lord and take courage. Doubtless much of this buoyant confidence is destined to an early and sad overthrow. John Lamb once exclaimed, upon seeing the Eton school-boys at play in their grounds, "What a pity to think that these fine ingenuous lads in a few years will all be changed into frivolous members of Parliament!" And I fear we must acknowledge the possibility of even a worse fate for many a young hopeful. But in spite of it all, youth always offers a promise of better things, which we cannot but accept, for its enthusiasm and faith disarm our evil forebodings.

Again, it is a source of profound satisfaction to the earnest teacher that the work to which he has dedicated his life is in every sense worthy of his best efforts. It is a work that calls for men of the highest ability and furnishes them full scope for all their powers. It calls for the philosopher, the scholar, the man of affairs, the leader of men. The school needs each one of these and can give each one problems to tax his powers to the uttermost. The philosophy of education must be thought out, its processes practically organized and administered, its theory applied in the classroom. The mysteries of growth, physical and psychical, are among the profoundest with which the human mind can deal. Each generation of teachers must try again to solve them, must formulate the theory of education anew, adapting it to the changing viewpoint, must establish new ideals, must perfect new methods. The daily problems of the recitation and the playground are difficult enough to engage the attention of the best and offer variety enough to test all one's resources. Each pupil is a distinct problem, new every morning and renewed every afternoon. Many teachers, it is true, fail to catch any inspiration in this hard work, but that is because, busy with their traditional systems and methods, they are blind to the multitude of delicate situations, the fleeting opportunities, the rapid cross-play of interests, which the ever-shifting life of youth affords. To untangle the complications which constantly arise demands the keenest insight, the quickest sympathy and the highest skill. The true teacher cannot but feel that there is a kind of reward in the very difficulties of his task, in the consciousness that it is man's work and no child's-play, that it offers food for profound thought and opportunity for supreme effort.

One more point. When I was a boy my ambition was to become an architect. I wanted to erect great buildings which should stand throughout the ages. Others might content themselves with lesser tasks, with the petty round of business, with achievements which made no showing and which hardly survived the day of effort. I would give my best powers to creations which should be permanent, outlasting the brief life of a man. And this, in one form or another, is a common ambition. It is indeed the prayer of every heart: "Establish thou the work of our hands upon us; yea, the work of our hands establish thou it." But whose work endures? Temples and palaces, though they may seem to be built to defy time, must at length fall to dust. One must work in other material if he would achieve permanence for the product of his labor. The Roman poet boasted that in his verse he had "built a monument more enduring than bronze and than those royal structures the pyramids." And the element of truth in his claim lies in the fact that he wrought not in crumbling masonry but in the imperishable stuff of the spirit. This is likewise true of the teacher. Tennyson tells us that the echoes of the hunter's horn

> ". . . . die in yon rich sky,
> They faint on hill or field or river."

But

> "Our echoes roll from soul to soul,
> And grow forever and forever."

Old Socrates, face to face with death, warned his judges that though they should kill him they could never silence his teachings, for his spirit would live on in his disciples. The lampadrome or torch-race of the ancient Greeks is the picture of life. The teacher gives to his pupil the torch of truth, which he in his turn transmits unextinguished to his successors.

Closing Day at Inkameep School

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THE deluge, which was getting underway before we started, had ceased and we found ourselves driving straight into a rainbow, one tip of which rested on the middle of Skaha (Dog) Lake while the other disappeared among the tops of distant mountains. Turning on to the Reservation, we experienced the usual difficulties with what can, only by courtesy, be called roads. Skid roads and pony trails are not very satisfactory for cars. But good luck and a sense of general direction brought us in sight of a little church which proved to be the entrance to the village, and, passing through it, we saw our school-house nestled against a hill. The sun was still flooding the little valley touching with high color eleven little Inkameeps on eleven pine stumps or logs, doing their work for parents and other visitors to observe.

Here, a twelve-year old girl put finishing touches to a buckskin tunic, a duplicate of the one she wore over her buckskin skirt. There, a youngster worked with clay—no, not plasticine, but native clay obtained from a cliff behind the school-house. Others were busy with drawing boards and crayons. The teacher, a man who immediately impressed you as English trained, came to the car to welcome us. Here, he had found, in this little Indian village, where he lived and taught, a respite from war-torn nerves.

He conducted us at once to the schoolroom where, with pardonable pride, he discussed the work of his pupils. There were many things which reminded us of similar exhibits in white schools, among them an exchange of hand work with children of foreign countries. For bead-work, which these had sent, they had received miniature wooden horses from Russian children, toys from Switzerland, tiny potteries from Mexico.

It was evident, however, that the teacher's interest was centered in the drawings and paintings of his pupils, which, to be quite frank, struck us, uneducated in primitive art, as not up to much. That a teacher should have the idea that the work of his ten or so "little Injuns" was the beginning of a major art movement in Canada seemed rather fantastic.

However, when a patron read out the year's awards, we pricked up our ears. A silver medal for Baptiste, a teen-age boy, from the Guild Hall in London—certificates from Paris, Vienna and Leland Stanford for others, must mean something.

So, considerably humbled, we went and sat at the feet of the teacher who had inspired such success to discover how he did it. What he related seemed such good pedagogy that it is worth passing on.

Somehow, he told us, he had conceived the idea that Indians were naturally dramatic and he determined that in his teaching he would seize upon this as a focal point. It was nearing Christmas when he came to the school and, with the dramatic idea uppermost, he told them stories of the Nativity.

Expecting as he did to see them galvanized into dramatic interpretation by his vivid word-pictures of shepherds, angels and Wisemen, their reaction was most disconcerting, for they merely looked at each other and gently laughed. If you have had experience with Indians you may recall what that laugh is like. It is impossible to describe and more impossible to interpret. Suffice it to say that in some subtle way it makes you feel so 100 percent asinine that you hasten to change the subject.

The teacher was, however, persistent. He repeated the stories, adding highly dramatic touches that he felt must appeal and suggesting that they go ahead and act them out in their own way. Meeting with the same passive resistance, he gave up. "Go," he told them, "and do what you please; you can't seem to get my idea; forget it and go on with your work."

Shortly afterward, one by one, the children crept to his side to show drawings of the stories he had tried to force them to act. Their freedom of expression and originality delighted him.

It was this painting of Baptiste's, done in oils on a piece of buckskin, that had gone to Guild Hall with such success. In the center, with papoose in it, stood an Indian cradle. At a respectful distance, there knelt a circle of worshippers —a young brave with his young squaw, a moose, a duck, a chipmunk and other animals and birds that Indians know so well. Simple and primitive, but it did grip one.

In the picture shown to us, the fore-part of most of the animals was all that was visible, the rest fading into the heavy fringe around the buckskin. We learned that this was not the picture that was sent to London. When it was all but ready to pack, a bush-rat got into the school room one night and feasted on the edges of the skin and well into the painting. A copy had to be made to send away. Loth to destroy this one, they cleverly fringed it so as to destroy the ravages of the rat.

So certain of Baptiste's gift is this teacher that he made it possible for him to go to Taos, New

Mexico, for instruction during the summer. "When he returns," he told us, "it will be for him to decide whether he remains on the Reservation or goes on with his work."

Another unique part of this closing was the teacher's address to the audience. One could but wonder what the mothers and fathers would think about such frankness. Complimentary or otherwise, the children themselves invariably beamed at the attention bestowed upon them, but the stolid faces of the parents including the Chief's, remained inscrutable, registering neither approval nor disapproval. Here is an example:

"Mary, stand up please. Mary hasn't done much this year. She has found nothing as yet that inspires her to application. In fact she doesn't care whether she works or not—mostly, it seems, she would rather not. But she is fond of play and has a strong sense of humour, real Indian humour, which, when you understand it, is delightful. I am not expecting much of Mary just yet. She may surprise me though, quite suddenly some day. Meanwhile, she and I are quite happy together, aren't we Mary?"

Others were praised, some highly, some in moderation. Records were compared with previous years. Evidently the teacher had a conviction that the tribe, as well as the parents, were entitled to the truth about these children. Prizes were distributed, each child receiving something though, as in Mary's case, it was not always for scholastic attainment. Seeing their quiet enjoyment at these simple awards, tooth-brushes, tooth-paste, soap, small tools and toys, one envied their unspoiled appreciation.

The sun dropped behind the mountain; a full moon would soon turn the Lake to silver. Reluctantly, we started for our cars, but, anxious to retain the atmosphere as long as possible, we lingered at the gate to speak to an old squaw in blanket and moccasins. Suddenly, we were interrupted by a young Indian woman, chic in fashionable outfit, the only thing suggesting her ancestry being her ultra-modern facial make-up. With perfect assurance, she drew a cigarette from a smart little case and asked for a match. Head-lights began to glimmer . . . engines hummed . . . horns honked. We were travelling homeward, feeling just a bit let down.

The Growth of Individualization

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TO compare the past and present in education requires access to the original documents of old school systems. The teacher who is interested in modern movements will find in such documents numerous interesting and enlightening facts which help to explain present movements.

One of the interesting changes which the evolving school has experienced is that which marks the growth of new concepts relating to the importance of the individual pupil. An examination of the reports of early school officials discloses a viewpoint far removed from that of modern educational philosophy. For example, a comparison here between an early and a late document of the same school system will illustrate the point. The two documents are dated 1860 and 1931.

In 1860 the Baltimore superintendent expressed a fine contempt for the dull pupil and disclaimed responsibility for his education. He said: "In order, not only to perpetuate any existing excellence, but to enlarge its area, two things are necessary. First, to be rid of those who stand at zero, and like leaden weights hang on many, who, if detached, might rise. . . . As to the former class, there is no difficulty, for they will either take the hint from their own averages, and bid us good-bye, or they will very quietly, and "unknown to fame,' pass out at the end of their time. . . ."[1]

But in 1931 the Baltimore superintendent said: "Today as never before the attention of educators is constantly directed toward the individual and his educational needs."[2]

To secure a general view of the changing aspect of individualization in several large city school systems, the present writer examined thoroughly all of the officially published reports of one large city covering a period of sixty-five years, and scanned several hundred annual reports of principals, supervisors, superintendents, committees, and boards of education in nine other large cities covering periods varying from sixty to a hundred years. A tabulation of all statements dealing with the aims of changes in the curriculum showed that, prior to the Civil War, only about six percent of the statements dealt with the problem of meeting individual needs. But during the twenty-five years prior to 1936 the percentage was about thirty-six.

The schools of a hundred years ago made practically no provision for the blind, crippled, retarded, or otherwise deviate child. The

deficient pupil must adapt himself to the offering or perish. The supernormal must likewise fit himself to the lock-step program.

Speaking of the elements of the curriculum, the Boston School Committee of 1859 said: ". . . we should graduate them [the studies] neither to the highest, nor to the lowest order of intellect, but aim to adapt them to the average range of mental ability."[3] In an earlier report, the Committee said, regarding the variations in pupils' abilities: "We should recollect that this distribution is made by a higher power than our own, and that it is fruitless to confound the eternal distinctions of things."[4]

However, it was at about this time that some city systems seem to have first become conscious of the problem. The superintendent in Cincinnati in 1855 desired some differentiation to meet the needs of pupils who planned to leave school early.[5] And the Chicago superintendent in 1869 reported special promotions of superior children,[6] as did the Denver superintendent a few years later.[7]

The real movement for individualization began about 1900. In 1892 Charles Eliot addressed the National Education Association on "Undesirable and Desirable Uniformity in Schools"; and a decade later E. L. Thorndike and others began to use laboratory techniques in psychological measurements.

The Boston report for 1906 shows that one of the chief aims for the first important change in that school system's organization that had been made in many years, was that of providing for individual differences.[8]

In 1912 the Oakland superintendent stated: "A generation ago the subject taught was of more importance than the child."[9] He then contrasted the new and the old, showing that the child, as an individual, had at last reached the focal point of educational attention.

In 1916, the Seattle superintendent mentioned the "very noticeable movement toward increased care and provision for the individual manifested in the country at large."[10]

By 1918 the Denver system had special schools and classes for: (a) mental defectives; (b) mixed low groups; (c) retarded or "restoration" cases; (d) transients and children of foreign parentage; (e) truants and incorrigibles; (f) physically handicapped; and (g) supernormal children.[11]

The foregoing illustrations are not unusual but are more or less typical of progressive systems at the dates given. Pittsburgh might be taken as typical for the best equipped of large progressive systems. It provides (a) continuation education[12]; (b) systematic educational guidance[13]; (c) psychoeducational clinics[14]; (d) special classes for the handicapped[15]; and (e) special vocational guidance and education.[16]

In 1930 the Oakland superintendent stated that each child should have assured to him "the opportunity to go as far as his ability and ambition will permit."[17]

In 1930 the Office of Education reported 372 schools for the deaf, blind, feeble-minded, and delinquent.[18] This figure does not include the scores of special classes and opportunity rooms established within other schools nor the more than six hundred colleges, universities, and other institutions.

Contrasted with the quarter million schools in this country, these figures are not imposing; but they represent a significant beginning.

The implications to be drawn from the foregoing facts are these: First of all, the good school will make some provision for the recognition of individual needs. It will not only recognize them but it will try to meet them. A special opportunity room, with a full-time, expert teacher in charge, is requisite to a good teaching job in any modern school.

In the second place, it is not necessary that a school system be large in order to have a program of diagnostic and remedial work; but no school, regardless of its other facilities, is doing an adequate piece of work if it lacks laboratory equipment for this program. A special room should be provided if possible. A set of complete individual records should be kept. And a specially prepared teacher or a clinical psychologist should devote all or most of his time to the analysis and correction of reading difficulties, discovery of peculiar abilities and disabilities, and adjustment of the individual's program to fit his capacities, needs, and interests.

The average school in America has little or no provision for individualization. Thousands of schools that can afford splendid equipment for athletic contests neglect entirely the unfortunate deviate child. The typical school ignores the talents of the definitely super-normal child, in whom the greatest intangible assets of the nation doubtless lie. The typical small school neglects diagnosis and differentiation almost entirely, using an old-fashioned, empiric approach to curriculum evaluation, a fairly rigid plan of promotion, and a single, uniform program of studies.

Briefly, the chief needs are these: (a) a few minutes of skilled and sympathetic work with a child frequently will clear up a difficulty that has long retarded his advancement; (b) diagnosis often discloses remediable difficulties in such basic skills as reading, letter formation, use of number combinations, decimal concepts, phonetic analysis, and the like, which the busy classroom teacher has failed to find; (c) individualization of treatment is a step toward an improved economy of national education, for it provides assurance that fewer children will go into adult society maladjusted and socially incompetent; (d) it prevents the loss of time occasioned for a whole class when single individuals require undue attention from the regular teachers.

Retardation is costly in two ways. It increases maladjustment

cumulatively, finally allowing the deviate child to graduate into adult society as a misfitted or deficient member—perfect soil for a multiplicity of vicious traits ranging from shiftless indifference to anarchy. Further, it hinders the work of normal pupils, requiring the class program to be interrupted at too frequent intervals.

The average teacher is too busy to do adequate diagnosis and remedial teaching. Few teachers are prepared for this highly specialized service. But for the school as a whole, the problem of making provision for individualized aid to deviate pupils is a vital task. No school which ignores it can claim to have advanced along with the newer philsophy or the scientific development of modern professional education.

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[1]**Thirty--first Annual Report of the Commissioners of the Public Schools of the City of Baltimore,** p. 197. Baltimore, 1860.

[2]**One Hundred Second Annual Report of the Board of School Commissioners of Baltimore City to the Mayor and City Council,** p. 17. For the Year ending (Fiscal) December, 1930 and (Scholastic) June, 1931. Baltimore, 1931.

[3]**Annual Report of the School Committee of the City of Boston,** p. 18. 1859. Boston, 1860.

[4]**Ibid.,** pp. 24-25. 1858. Boston, 1859.

[5]**Twenty-sixth Annual Report of the Trustees and Visitors of the Common Schools of the City of Cincinnati,** pp. 67-68. For the School Year Ending 30th June, 1855. Cincinnati, 1855.

[6]**Fifteenth Annual Report of the Board of Education,** p. 189. For the Year Ending July 3, 1869. Chicago: Department of Public Instruction, City of Chicago, 1869.

[7]**Annual Report of the Board of Education of District Number One,** p. 25. Denver, Aug. 1, 1876.

[8]**Annual Report of the School Committee of the City of Boston,** p. 36. School Document No. 17—1906. Boston, 1906.

[9]**Annual Report of the Public Schools of Oakland, California,** p. 12. For the Year 1911-1912. Oakland, 1912 (?).

[10]**Annual Report of the Board of Directors of Seattle School District No. 1,** p. 59. For the Fiscal School Year Ending June 30, 1916. Seattle, 1916.

[11]**Course of Study—Special Schools, Grades One to Eight, inclusive.** Denver Public Schools, September, 1918. Denver, 1918.

[12]**One Hundred Seventh Annual Report of the Board of School Commissioners of Baltimore City to the Mayor and City Council,** pp. 24, 124. For the year ending (fiscal) December, 1935 and (scholastic) June, 1936.

[13]**Ibid.,** pp. 81-83.

[14]**Ibid.,** p. 68.

[15]**Ibid.,** pp. 64-70.

[16]**Ibid.,** pp. 81-83.

[17]**Superintendent's Bulletin,** Vol. X, No. 36, p. 4. The Oakland Public Schools, May 13, 1930.

[18]United States Department of the Interior, Office of the Interior, Office of Education, **Biennial Survey of Education, 1928-1930,** Bulletin, 1931, No. 20. Washington, D. C: Government Printing Office, 1932. Vol. II, p. 2.

Visual Aids to Visual Aids

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"BLIND Man's Buff" may still be popular as a game for first grade children, but thanks to the efforts of educational visualists, it has lost all prestige as a device for teachers. Indeed, with the new emphasis on the use of visual aids in teaching procedures, to teach without making the most of these aids is as old fashioned as the horn-book. And as a result of this growing emphasis we teachers are seeing our old textbooks and curriculums getting as sound an airing as our methods have had.

Diligently striving to keep pace, we dust off our neglected files to restore them to the star place in our teaching routine. Encouragingly we nurture any hint of innate mechanical prowess to the point where we may run with assurance anything from Grandmother Smith's revived stereoscope to the new thirty-five millimeter sound machine that cost the faculty financers many a sleepless night. Charts, graphs, models, field trips, and photographs have become a regular part of our school diet. Whether we like it or not, in order to keep pace in our present educational whirl we have to be visual minded.

But our acceptance of this new emphasis has not left us without attendant problems. Conscious of sources for renting or borrowing films, and aware of national and local sources for other visual aid materials, we free our suppressed collective instincts and acquire a little horde of treasures, only to strike our first appreciable snag. All of this material must be classified, and classified in a relatively simple manner.

No complicated filing system will work successfully when one sends John and Susie to get and return materials. Nor will it be any great comfort when on the spur of a teaching moment one wants to find that slide on Longfellow's home or a picture of Fulton's steamboat. Fancy filing systems may look impressive when board members come to call, but the greater chances are that they will be a discreditable mess. I cannot exaggerate the importance of simplicity in this matter of systematic arrangement of materials—a point that has somehow escaped stress.

Once I saw such a simple system. Buried in the modest zoology department of one of our mid western teachers' colleges is just such a classification scheme that combines child-like simplicity with the art of meeting the exacting demands for scientific arrangement.

Borrowing an idea from the business world, an ingenious professor adapted the color system to the task of classifying projection slides, microscope slides, and specimen jars in a minimum amount of space. And he has done it with a success that never fails to astonish the few visitors who chance to seek enlightenment.

In his zoology work this man uses a different color for each phylum. Mammals, for instance, may be signified by red, while birds are blue. The ends of all projection slides relating to mammals are painted red, while those on birds are painted blue. In case the color scheme ever changes or some other person introduces a new system, it is a relatively easy matter to remove the tape and replace it with the ordinary black.

Carrying the system into the

rest of his classifications, he has put a dot of the color on microscope slides, and a bar of the color on the slide drawer permits you to tell at a glance which one contains the desired material.

Even when looking into a case containing specimen jars one sees evidences of the scheme. Circles of the paint are put on top of the lids, and the handles are painted with the proper color.

Then in an attempt to further guide stupid but color conscious coeds, this man has subclassified materials by adding a bar of white or some other color in order to denote a group within a group. Slides showing birds in their habitats may be blue with a yellow stripe. Birds in flight may be blue with two yellow stripes. And so that there is no danger of being lost in a sea of color, a chart key, permanently attached to the file case, indexes the entire system.

Here is a scheme that does not necessitate sending out a search party for a lost slide. Any mistake is bound to be a glaring one, and a few glances by the instructor or student assistant serve to check for inaccuracies in replacement.

But the amazing thing about this system is that it may be further adapted to almost any field by any resourceful teacher. Its usefulness is not limited to the field of zoology.

There is, for instance, the possibility of using it for the classroom library. Children too young to comprehend titles or learn a decimal system could place books with the same color stripe together even if they could not appreciate the significance of the color. I might even go so far as to make the revolutionary statement that school libraries might use it to advantage along with their decimal system. It might at least reduce the number of inconveniences due to student mis-shelving.

In geography the colors might represent different countries. Periods of history might serve as the division medium in social studies. English materials might be divided according to types or themes to correspond with the division used by the department.

However the system is used, I am quite certain it will help a wise teacher out of the fog of cataloging visual materials.

How Coeds Choose Vocations

ROBERT TYSON
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Hunter College, New York City

HOW do college women select vocations today? If they choose freely, on what factors do they depend in choosing? If they choose under pressure, what is its nature?

This problem was investigated by means of a questionnaire including twenty items. Participation in the study was voluntary, no identification was required on the blanks, and the usual suggestions for frankness were made. Ninety-one Hunter College students and twenty-eight Barnard College* students were the subjects, making a total of one hundred and nineteen.

The main conclusions are as follows:

There is little indication of family pressure on the vocational decisions made by these students. Eleven per cent of the fathers and nine per cent of the mothers disapproved of their daughters' choices. However it is noteworthy that only seven per cent of the subjects felt that family attitudes had actually discouraged them in this respect.

The greatest number of vocational decisions, whether final or not, were made from the tenth year on. This fact may well be considered together with an expressed need for accurate information about occupations. It points to a need for early vocational guidance in schools.

The students showed clearly that they relied mainly on marks in subjects in their chosen fields or closely related to them as indications of the wisdom of their occupational choices or as signs that they had chosen wrongly. This suggests a need for brief experimental courses which would allow students to test themselves in various fields.

Most striking, in the writer's opinion, was the fact that the overwhelming majority of these students knew well enough what they *wished* to do in the world's work. Their changes in vocational decisions, as well as a lack of certainty about them (thirty-five per cent felt unsettled in this respect) was attributable mainly to *external factors*, such as lack of opportunity to secure proper training, crowding of the field, insufficient remuneration, and similar conditions.

Vocational guidance, judging by the present study and from experience in the work, most often performs the function of seeking an adjustment for a person who knows what he wants to do but finds no opportunity of doing it. This question may be raised: If individuals were allowed to grow to reasonable emotional maturity, freely explore their interests, and find work in their chosen fields, would we have any great need for vocational guidance?

*Appreciation is expressed for the cooperation of Dr. Anne Anastasi of Barnard College.

Teaching Them How to Study

SYLVESTER JOHN HEMLEBEN
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TEACHING children how to study is certainly one of the basic problems of elementary and secondary education; but it is a problem so basic perhaps that it is often ignored. Teachers seem to take it for granted that their pupils know how to study whereas a little investigation on the part of the instructor would show that for many pupils the crux of their class-room difficulties lies in their inability to study intelligently. They read the assignments, do the work as outlined in the class-room, and yet obtain meager results.

At the beginning of the term, the teacher should spend some time in the highly important task of teaching his pupils how to study properly. He should impress upon the class the value of having a definite method of going about the work. The interest of the students can usually be aroused if the approach is made by asking if they would like to know the secret of getting better results in school-work with a saving in effort.

The teacher's presentation may be divided into three parts:

1. General study helps (for all subjects).
2. Specific directions for the study of the subject under consideration.
3. Practice in proper methods of study.

The teacher may devote one period to each, making a total of three periods, or he may devote two periods to the work, covering the general study helps and specific directions for study on the first day and devoting the second day to practice in studying the particular subject in hand. This period of training, to be sure, delays the teacher in getting the work of the course underway. This should be considered not as a waste but rather as a saving of time, for if pupils know how to study they will secure better results and hence the time devoted to this training will be more than redeemed later.

In the first division of the work, "general study helps," the teacher will talk to the pupils informally, explaining the proper conditions which make effective study possible. He will call their attention to the desirability of having a regular time for study, and a definite time devoted to each subject. It is so easy to put off work or to emphasize the subjects liked best and slight the others, that some plan of budgeting time is necessary as a means of getting things accomplished and as a guide in holding fast to the proper course of activity. The pupils should construct a time chart or budget in which they will put down the activities of the day and the hours spent in each and this will include the time devoted to study for the various subjects. The teacher will have to illustrate how such a chart is to be made and may have to assist some pupils in making up their schedule. Budgeting time shows where time is going and where one can conserve. Pupils will see a distinct advantage in planning their study program, for time that otherwise would be wasted can now be properly used. There is nothing so wasteful as a lack of method and nothing so helpful as routine to get the lagging spirits to work. It will not be easy to keep to a schedule and at first it will be particularly hard. It will be necessary for the teacher to consult with the pupils from time to time and to help them revise their schedules in the light of experience and encourage them to conform to the program as closely as possible. In constructing such a chart, it is hardly necessary to state that proper time should be allotted to recreation and exercise as well as to school work and home study.

The instructor should explain the importance of a proper lighting arrangement for home work. A study lamp which shields the light from the eyes can be secured at a moderate cost. Care must be taken that the amount of light does not result in eye strain. In doing written work the lamp must be placed in such a position that the hand does not produce a shadow on the paper. In the daytime pupils should study in a sufficiently bright room or in close enough proximity to a window to insure sufficient light. The teacher should call the attention of the pupils to the need for having a proper place for home study. It would be ideal if every boy and girl could have a room of his or her own to which a retreat might be made from the other members of the family. This is by no means always possible. The students should try to find a place in the home where they will not be interrupted too frequently by conversations or other members of the family. Such a room need not be entirely quiet for if the pupils learn to concentrate, to hold themselves to the task in hand, they will be able to shut out from their minds minor disturbances.

Pupils must learn to devote themselves wholeheartedly and fully to the work they are doing. They must learn to keep at the work, to concentrate. Some pupils

can study well for a few minutes and then they are ready to quit. If pupils are actually tired it is better to take a few minutes off and then come back to the work. Concentration demands that the student use will power, and this is something which he must achieve by himself. It is advisable in home study to attack those subjects first which demand the greatest concentration. Pupils will be able to master such subjects more readily when they are still fresh at their work. The other tasks in which concentration is easier, such as note book work or drill exercises, can be done later. Pupils should realize that they learn only by doing. They should study by themselves and take pride in their own work.

In the second division of the teacher's presentation he should first stress the necessity of pupils reviewing the previous lesson before undertaking the advanced assignment. Pupils are prone to slight the review unless they understand its importance. If the subject is history, where continuity must be stressed, the value of review is obvious, but it is of no less importance in the other social studies. Review impresses the material more firmly in the minds of the pupils. The more thoroughly the lesson is reviewed the better it is understood and retained. It will not be sufficient to call the attention of the pupils to the necessity of daily review. Many review only if they are held responsible. Pupils should be informed that there will be a brief review in class every day and that they will be held to account for it. The teacher must keep his word and should be none too easy on the laggards who skip the review work.

Next, the teacher should tell the class first to read the assigned lesson rapidly, as rapidly as possible. This is designed to get the general idea of what the assignment concerns. If the pupils read rapidly they are more likely to be left with the impression of the important materials than if they read slowly, attempting to get every detail and thus not seeing the woods for the trees.

Thirdly, after they have obtained this general view of the lesson, pupils should next reread the lesson, studying it in greater detail with the assignment sheets before them. They will concentrate on the questions, problems, or outline provided in the assignment.

Fourthly, the pupils should put the text book to one side and should try to imagine that they are in class reciting. They should take the questions, problems, or outlines given in the assignment and recite mentally to themselves. After reciting each question or point in the assignment, they should ask themselves what they have omitted, or what they may have failed to remember correctly. Then they should turn back to the textbook and reread that part.

Fifthly, after having mastered the textbook assignment, they should pursue the collateral readings, in which they will learn more about the lesson and probably find different points of view expressed or different relationships stressed.

It cannot be over-emphasized that pupils should look up all the words they do not know, learn the spelling of all proper names and know how to pronounce them and be able particularly in history and geography to locate all places on the map. Such instructions by the teacher will hardly be observed unless he holds students responsible throughout the entire course.

The procedures should briefly be summarized and copied by the pupils in their note books. An illustration of such a summary of directions is given here.

Directions for the effective study of the Social Sciences:

1. Review the previous lesson. You will be held responsible daily for the review in class.
2. Read the entire new lesson rapidly. Get the general idea of what the lesson concerns.
3. Re-read the new lesson carefully, concentrating on the questions, problems, or outline provided with the assignment.
4. Recite to yourself on the basis of the study helps given in the assignment. Whenever in doubt after reading each question or point in the assignment, check your recitation with the account in the text book.
5. Read about the lesson in another book.
6. Look up all words you do not know in the dictionary; learn the spelling of all proper names; be able to locate all places on the map.

Talks to the class will not be sufficiently concrete and pupils probably will never carry out the directions which the teacher has given unless practice in proper methods of study is afforded. Therefore, in the third division of the teacher's presentation the pupils should be given an opportunity to carry out the principles of study under supervision. They will thus learn definitely just what the teacher means and they will become truly familiar with the study methods suggested by the teacher. With their books open the class will follow the procedure step by step. The class may read silently. The teacher should make certain that all students follow the directions carefully and for that reason, it is better to have the directions and the assignment written on the board. The class in this practice work should complete each part together before going on to the next. The practice work done in this manner will, of course, take more time than the average assignment. The teacher may, therefore, have the class prepare a shorter than usual assignment.

The instructor should not consider that having given the pupils directions for studying the subject and having taught them how to proceed, his duty is done. He must check up the pupil's method of study at various times during the course, and he must confer with the pupils about their individual

problems and help them, in some cases, to modify or reshape their plans for study to suit individual needs. From time to time, it may be necessary to offer additional classroom practice in study methods. The teacher must be watchful to see if the pupils have adopted the study procedure best suited to their individual needs. The work on "How to study" must not become something that is talked about in the beginning of the year and never heard of after. The directions for effective study must be applied.

Verse Writing in the Grades

MAY M. WRIGHT
Des Moines, Iowa

TO-DAY no one disputes the ascertion that children can write poetry. Much good verse is produced by pupils under the observation of teachers.

Shall the small versifiers be allowed to write unaided? If this practice is followed, perhaps one child in twenty will happen upon a correct method.

Many educators maintain that children who are taught appreciation of the best poetry will find no difficulty in expressing their thoughts rhythmically.

Suppose we use the same theory in the teaching of drawing. Present pictures painted by the masters. Then say to the learners, "Draw something similar." There are pupils, no doubt, who would be able to make fairly creditable drawings without further instruction. But some accounting must be made of the wasted effort and discouragement of the average and below average students.

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We shall not induce the majority of our pupils to compose satisfactory poems until we teach them a few of the fundamentals of verse making.

Some say that children cannot comprehend such principles. This may be true if dry-as-dust rules are given. On the other hand, even the younger pupils can be made familiar with the essentials of poetic composition by means of interesting games and inspirational talks.

For our purpose, the game, "What does it make you think of?" is valuable, as it causes the young minds to make pictures from words. The first player in the game asks a question. He may say, "What do poinsettias make you think of?" Answers are given quickly by the other players. One child is reminded of faces of children, another of velvet, and still another of Christmas.

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One day the teacher calls the children's attention to the regular motion of the pendulum in the clock. She also speaks of the uniformity of heart beats. Then she introduces an exercise in which the pupils tap on their desks at intervals. Very young children like to think of this tapping as representing a dance of the fairies.

Next, the teacher, pointing to a stanza which she has written on the board, says, "Now, listen to the tap, tap, tap in these lines." Then she reads the poetry aloud, emphasizing the accents. The opening lines of Eugene Field's "Dream Ship" may be used:

"When all the world is fast asleep,
Along the midnight skies—
As though it were a wandering cloud—
The ghostly Dream-Ship flies."

Another day when the children are playing the game we have described, the teacher suggests that the answers be given to the accompaniment of tapping on the desks. The first attempts are somewhat crude, of course. Suggestions about rearrangement of words to fit the tapping are made. By repeating this exercise week after week, skill in the use of words is acquired.

In a later lesson two metrical lines are tried. Rhyme is not introduced until there has been a great deal of practice in verse making. It is not advisable to mention any of the technical terms of poetry.

In the upper grades smoothness of sound is worked for. The pupil learns to avoid the frequent use of harsh sounds. He is led to see that r, l, m, and n are desirable consonants because of their pleasant tones.

Gradually, the would-be poet is introduced to such subjects as the value of repetition, the importance of the last line, and the choice of a title.

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And what is the aim of all this practice in the building of poems? Surely, we are not striving to make professional poets. But we are seeking to bring our pupils a real appreciation of poetry. The child who has had training in the writing of verse can detect readily the difference between a good poem and a poor one.

A Plea to the Progressives

JAMES A. DUNN
Norwood, Massachusetts

IT does not require too acute an observer to note the hostility which exists between that group of educators who call themselves "Progressive" and the other unlabeled group which, although I am cautious about applying labels, I shall for the purpose of this discussion call "Conservatives." At the risk of over-simplifying the situation, it might be said that the cause of the animosity arises from the application of the maxim that the best defense is an attack. The Progressives, impatient with the obvious defects of our system, and resentful of any impediment to their reforms, appear to be eager to attack any established practice merely because it is established. They would, it seems, burn down the house to get rid of the rats. The Conservatives, on the other hand, in their zeal to defend what they believe to have been proven good through long experience tend to resist any change lest if they give ground at all, they have to retreat too far. There is apparently one agreement. Both parties are sincerely desirous of serving education. It is a pity that this unity of purpose cannot serve to effect a compromise whereby each side, without sacrificing principle, will be more ready to give a sympathetic consideration to the other.

I am a conservative because I believe that our party has the saner and the more balanced program, not because I think that there is no need of improvement and not because I am opposed to change, but I believe that I do more good by asking the Progressives to consider our viewpoint than I would by merely attacking what I oppose. I hope that it is self evident that I give a respectful consideration to conflicting opinion. This then is my plea to the Progressives:

First of all I wish you would take another name. By appropriating the title Progressive you imply that all who refuse to accept the dicta of the Progressive Education Association are unprogressive. That is obviously unfair. If a progressive attitude is one which allows the acceptance of any change which is for the better, then all good teachers are progressive. You haven't the right to dictate to us what shall be called progress.

Cease to take upon yourselves the credit for discovering what was common property before your association was ever heard of. The valuable methods of Progressive Education were long ago evolved from the commonsense of teachers who never saw the results of long experiments dumped into a tabulating machine, and who quietly applied their theories in the classroom instead of publishing exaggerations of them in the newspapers.

Please evolve a more consistent philosophy. One of your cardinal principles is quite rightly the belief that schooling is a part of life, and yet you make it more remote from life than is the most traditional school. I refer to the theory that since a person does best that which he is interested in, he should be allowed to select for himself that which he shall do. Life demands of all of us that we constantly do what we don't want to do. The acceptance of this harsh fact will be easier if it is learned early in life. Moreover, the caprice of a child is not the best guide to his best interest; the experience of ages is not to be disregarded.

Adopt a more realistic attitude. Your idealism is commendable, but you know, of course, that a vast number are unable to profit by academic learning, and yet you constantly try to raise the number of years of compulsory schooling. As a consequence we have a large proportion of our students who are merely being confirmed in habits of failure and idleness either because they are in classes which are beyond them or because they are in these desperately conceived curricula which when we are speaking off the record, we all admit are ghastly farces. I know and deplore as you do that our present horrible economic situation makes this problem almost impossible of solution. There is little opportunity in shop or factory for those who there could get a much better training for life than they can in school, but let us honestly face and admit this fact instead of either dodging or denying it.

Admit that principles must be learned before they can be applied. It is undoubtedly true that a study of grammar will not guarantee correct speech, but certainly that is no reason for concealing from the complacent student that there are laws by which he can speak with clarity if he chooses to do so. Stop deluding yourselves that a superficial knowledge of "civics" and other "social studies" will produce that judicial attitude and ethical standard which make good citizenship. At least admit that those habits of mind which can come from the study of such subjects as foreign languages and mathematics may do more for forming a clear judgment than a study of those ephemeral facts of geography and history which can be learned by anyone literate enough to read a newspaper.

These remarks are blunt not because they are intended to be peremptory, much less offensive, but because they must be short. They are starkly skeletal, I know, but they are designed to be suggestive rather than comprehensive.

Respect Your Pupils' Names

ALICE G. HARVEY
South High School
Omaha, Nebraska

AT a recent faculty meeting, our Principal, Mr. R. M. Marrs, called our attention to the simple courtesy of pronouncing our students' names correctly. In our high school of 3200 students, there are from sixteen to twenty different nationalities. This is perhaps true of most cities in the United States. And in the smaller communities there are many names that have a distinctive pronunciation not related to our phonic system.

Mr. Marrs further stated that he made it a practice to call graduating students to his office if he had the slightest doubt as to how their names should be pronounced. He would then practice carefully with them the correct pronunciation.

Since it is his duty to call the students' names at commencement, he feels that he and the school owe graduates the courtesy of pronouncing their names correctly as they march across the platform on that momentous occasion to receive their diplomas. This is really something of a task when a graduating class has over four hundred students as our June class with names such as: Mrzlak, Hazaka, Jakopovic, Sacco, Bensoulyvich, Smykal, Hruza, Iske.

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But the point Mr. Marrs wished to have us do something about was to learn to pronounce our students' names correctly from the time they enter school. This may seem a big task with huge classes and a great deal of teaching to be done in each forty or fifty-minute period but concentrated practice will make it easier. Two important points are emphasized with the students—courtesy and thoroughness. And perhaps we may impress those two points far more by the simple expedient of our example than by all the abstract teaching we could possibly think of.

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As teachers of business subjects, is it not important that we practice a few of the things we teach? For instance, in salesmanship, the student is taught the importance of knowing and correctly pronouncing a prospect's name.

The stenographer or general office worker is taught the importance of correct spelling and pronouncing of names. In many offices those who meet the customers are required to learn their names and always use them when those customers visit the concern. Those dealing with patrons over the telephone are required to give this same careful attention to names.

If this practice is of so great importance in the business world, if it must be acquired by the young business employee, if it promotes better relations in business, why should it not be emphasized with our students in school?

When we are able to look our students squarely in the eyes and speak their names clearly and distinctly, two things happen:

First, the student is flattered because his teacher knows him and speaks to him as an individual instead of calling him John Somebody or other which has been mumbled apologetically or violently mispronounced followed by snickers and attention from his classmates for having such a crazy name.

Second, the student's respect for the teacher unconsciously rises because of her ability to correctly pronounce a hard name, her persistence in keeping at it until she has mastered it and her courtesy toward him in a simple relationship of life.

If pronouncing peoples' names correctly oils the wheels of business and makes for kinder feelings and pleasanter relations, it surely will make for better teacher-pupil relations which are more intimate and frequent than in business.

However, the matter of the correct pronunciation of names is universal and not confined to business or schoolroom but is a social grace as well which everyone should cultivate. It might be called the "universal wish accomplishment" which most of us "wish" we had but do very little to really attain. We admire those people who can remember names and faces and call a large number of acquaintances by their correct names. Such people as Mrs. Cleveland, Mrs. Calvin Coolidge and James Farley have been greatly admired for this accomplishment and we think of them as almost geniuses along this line. But all of us could attain a much greater degree of proficiency if we would simply put forth the effort.

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Learn to pronounce correctly the names of your students and your acquaintances. Yes, it takes work, concentration and persistence, but so does any other worth while accomplishment. Your students and friends will be impressed and pleased and the light of appreciation in their eyes and sometimes their compliments will be your reward.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department

Child-to-Child Reading

Q. Will you tell me just how a child may improve his own reading by reading to a younger brother or sister as suggested in your Q and A last month?

A. When an older child reads to a child much younger he is reading with a very definite purpose to entertain the younger child. He is not reading a lesson for the teacher to hear. Rarely can any teacher get in the classroom so nearly real or highly motivated a setting for the reading lesson.

Moreover, what the average child reads in the classroom may be hard for him. From my personal observation of oral reading in about a hundred classrooms in many cities throughout the United States during the past few years, I conclude that the average child still is set to read at school from books far too hard for him. They are so difficult that he does not read with ease and fluency, and often he must halt and stumble. Listen to that same child reading from a very easy book at home to his baby brother or sister! See how he enjoys it and how the little tyke shares in the enjoyment.

Obviously the poor reader at school could find rich profit from reading at home to a younger child—to a neighbor child if he had no baby brother or sister. Be it added that it is easy to find the young appreciative listener. Some years ago while I was engaged in teacher training, I was able to induce a number of cadet teachers to apply this principle to poor readers right in the school. Accordingly these cadet teachers worked out with the principal a plan whereby the poor reader, say in the fifth grade, was prevailed upon to read to one or several children of the kindergarten or first grade. Although this scheme might not be quite so good as if these older children were reading at home, it netted highly satisfactory results. Some of these young women now teaching in various parts of the United States are putting this principle into practice. See what opportunity it affords in the ungraded rural school. I wish I had stumbled on this plan when I taught in such a school.

How Much Extra Curricular?

Q. Are not some youths in high school and college participating in too many extra-curricular activities for their best mental health?

A. Yes, indeed. Thanks to the fine developments of extra-curricular activities and opportunities afforded high school and college students today, most of them may get a fairly well rounded education. But there are two serious problems: (1) to induce more of the timid, non-social, lonely students to participate in these activities; (2) to keep the over-eager student from engaging in too many of them.

One item adding to the second type of problem is the tendency of many employers today to give first place in hiring graduates to those who have engaged in the greatest number of extra-curricular

(*Continued on page* 286)

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Why Not Evaluate?

NOW, it's the report card's turn for debunking. Anent it educators are making more noise than a tom cat on a tin roof in March.

Every adult is evaluated by all who know him—employers, friends, enemies and gossips. If that be true why shouldn't children be evaluated in school?

Mae West did not have report cards in mind when she said, "How am I doin'?" But she expressed a universal question. People want to know how they are succeeding.

Accurate report cards inform each of his achievement. Proper motivation will stimulate him to excel his previous records.

The question is not whether to have report cards but how to make report cards fair, objective, accurate.

Touseled Angels

ANOTHER term of school has opened. Happy children have returned to meet their teachers and to resume their work. Can we keep alive that cheer and freshness? Or will we blight it? That's the challenge.

A few days ago a teacher said to me: "The little pigs will be coming in pretty soon—filthy, discourteous, restless. During the summer they forget all they ever learned."

This wildness has its compensation: sunshine, fresh air, shifting for one's self, social training free from too much restraint by teachers and parents. Fortunate is the child who can cut the apron strings once in a while. A teacher in the hills of Tennessee expressed the right feeling: "I can hardly wait to get back to those tousled little angels." Under that dirt, that roughness, is a soul — can we awaken it — can we nurture it — can we bring it into oneness with Spirit, God? That is the opportunity of the teacher.

Aimless Oomph

It is too bad when one has Oomph and doesn't know what to do with it. A few days ago I talked with a teacher who had just completed her first term. She liked

the children and her work but the community was too quiet, too sedate, too puritanical. Puritanical is a fashionable word now—it casts just a faint shadow of derision over morality and refinement!

With very little encouragement Miss B. definitized her difficulties—the community frowned upon teachers who smoked in public, who became intoxicated in cafes or who danced all night in public halls. How naive these quaint people!

But let's examine the matter. First, the right of the community should be respected. Education should be a cooperative project in which teachers and parents work together for a common good. It is a serious mistake to assume that the parents are wrong in everything.

Secondly, the most effective teaching is through example. Lofty talk and cheap conduct are incompatible—the child observes all but he copies conduct rather than preaching. The best teacher is the one who lives noblest.

Thirdly, in view of this, the teacher should set a high standard in everything—language, dress, etiquette, culture. That's the essence of the profession.

Teachers ought to have a better time than anybody in the world because they have learned to appreciate dignity, refinement, culture; they understand that joy comes through living grandly.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Pupils In Love

I stopped the boy and girl in the hall and quietly thanked them for being more matter of fact around the school building.

A few weeks ago I had called them to the office—she, sweet, shy, inexperienced; he, sophisticated, egotistic, bold. They had a bad case of puppy love and their conduct about the school was becoming indecorous. They knew what was coming but they smiled in spite of their anxious expectation. I smiled, too, notwithstanding my worry that I might say the wrong thing. I came right to the point. Turning to the girl I said questioningly, "Some one told me that you have announced your engagement." "Yes," she admitted frankly, "the other night at our girls' club. Is there any harm?"

"I think there surely is," I replied. "There is a natural order of events in boy and girl relationships just as there is in other things, for instance in the seasons of the year. First, there should be a preparation for life; that is the school period. Then there should come, especially for the boy, some start and outlook in business. After that is the time for love, marriage, and the establishment of a home. You two are mixing up the natural order.. It is as bad as if autumn followed spring. You are neglecting your work and your opportunity to become acquainted with many other boys and girls. You are creating in the minds of teachers and fellow students the reputation for having unstable emotions and poor judgment. It is too bad you have gone so far but I shall not try to make you give up each other. I must insist, however, upon your showing more discretion around the school. This is a place for work and broad companionship not for love making. I want you to promise me that you will be more practical."

They both promised and, as far as my observation goes, they have kept their word. It is extremely important to deal privately with boy and girl love affairs.

I Had to Read It

Late in the summer I finished *Gone With The Wind.* I thought that I should be about the last person to read this exceedingly popular novel but the two copies at the country library to which I applied were out and I had to await my turn.

I have mixed feelings about this book. I am not wholly enthusiastic the way most folks appear to be. It seems to me that there are too many impossible people and unreal situations. I should have liked to find among its male characters a man that I could admire. I want a story to reach a conclusion and here is a book which, in spite of its more than one thousand pages, has no end. The author merely stopped. And yet, in many respects, *Gone With The Wind* enthralled me. I usually skim over rapidly much of a novel but I read carefully almost every word of this book. Who would want to miss such delightfully original, clever, and illuminating expressions as these, taken almost at random?—"the pain of unshed tears," "looked down a vista of placid future years," "a mocking devil who ripped the lid from her gunpowder temper, fired it and enjoyed the explosion." Any young person desiring to write might well read this book repeatedly in order to quicken his imagination and improve his style.

No book of which I remember has so many dramatic episodes. I can see great possibilities for prize speaking selections, unless, perhaps, unconventional feaures cause objections.

The vivid depiction of conditions in the South before, during, and after the Civil War made a deep impression. To one brought up to believe that Uncle Tom's Cabin was a second Bible the beautiful relationship of negroes with their masters and their families was a revelation.

Miss Mitchell has written an extremely significant book and I look forward to seeing it in the pictures.

The News Digest SECTION

Study Abroad Is Cancelled

New York.—The European war is making severe inroads into the system of international education.

Dr. Stephen Duggan, director of the Institute of International Education, said today all foreign student exchanges between this country and Europe have been cancelled.

Four hundred fellowships had been scheduled for this fall, Duggan said. The cancellation will affect 300 students. The other 100 fellowships are for students who will study in South America, Canada and the Far East.

Many young men and women who have been studying in European colleges and universities at their own expense will have to change their plans. More than 8000 American students enrolled abroad last year, and more than 7500 foreign students attended colleges and universities in this country.

Films To Teach N. H. Children

Durham, N. H.—School children and their parents will be able to receive supplementary education by going to the movies this winter, according to a new program of visual education inaugurated by the general extension service of the University of New Hampshire.

A film rental library has been set up with 176 films, over 75 per cent of which are "talkies," to be available for primary and secondary schools, granges, clubs and other community organizations. Selections were made by a committee of the faculty and representatives of Dartmouth College and state secondary schools.

They vary in subject from a satire of farm inconveniences and the adventures of "Bunny Rabbit" to the story of the symphony orchestra and the techniques of various crafts. Conspicuous among science films is the use of animated drawings to describe the working of steam engines or to show the flow of sap through the tree. Agriculture, arts and crafts, juvenile adventures, physical education, science, social studies and travel subjects are included in the library.

Donald W. Smith, alumnus of the University of Illinois, is directing this work.

EXPERIMENTS INDICATE PUPILS PROFITED BY OUTSIDE TRIPS

Morgantown, W. Va.—Last April a group of thirteen students from the coal mine districts around here went to New York City as guests of Lincoln School pupils. For a week or more the visitors inspected New York factories, rode on ferryboats, studied the slums, explored the high and low spots of a great urban center. It was a lot of fun.

In effect, the West Virginia students were merely repaying a visit made them by fifteen Lincoln School children in April, 1938. Accompanied by their teachers, the New York pupils traveled to West Virginia, examined the mining conditions, lived in the homes of native families, talked with the miners and did everything possible to get a lucid picture of rural problems.

Perhaps the students did not know it, but both trips, subsidized by the Alfred P. Sloan Foundation to the extent of $10,000, were part of a significant experiment to determine the value of book study as opposed to actual field study. What value, educators have asked with increasing insistence, can be derived from first-hand exploration of the community environs? Can field trips become a valuable complement to the classroom?

To the last question the answer would appear to be an emphatic yes. Through standardized, scientifically controlled tests, given before and after the pupils took the long explorative jaunts, it has been found that travel helped the boys and girls in consistency of thinking, in the liberality of their views and in a tolerance toward racial questions.

In a detailed report of these tests, the score appears to be heavily weighted in favor of the children who left their classrooms and studied the problems at first hand. The study was conducted by Dr. William J. Jones of Ohio State University. Conclusions reached confirm the findings made of the Lincoln School pupils by Dr. Louis Raths of the same university.

Teachers Urged To Aid Neutrality

Bridgewater, Mass.—Declaring that civilization in this country was founded upon religion and education, Walter F. Downey, State Commissioner of Education, in addressing the twenty-second annual conference of the State Teachers College here, urged teachers to maintain strict neutrality in their classes.

Teachers should guard against anything that might assist in driving America away from neutrality, the speaker said, or provoking a military spirit that might lead this country into war.

Opens New Units For Adult Students

Cleveland, Ohio—Cleveland College, the adult education college of Western Reserve University, located on Cleveland's Public Square, has started three new ventures in adult education this Fall.

The most expansive innovation will be the introduction of a program of general education. Following a two-year study of the problems and needs of adults from Greater Cleveland, it has been concluded that thousands of adults are not interested in present academic studies.

The second program is an experiment in foundation and review courses. These are for adults capable of pursuing college-level work but who find themselves deficient in particular fields and skills.

The third venture is a program in the training of dental assistants.

MANY TEACHERS LESS ADVANCED THAN SOME OF THEIR PUPILS

Cambridge, Mass. — Average secondary school teachers "are not competent to guide the learning of superior students" and methods of training and fitting such teachers for their task must be undertaken, Dr. Lee Byrne of the University of Chicago told the fifth International Congress for the Unity of Science meeting at Harvard University.

A recent school and college survey, he said, had revealed that "many high school teachers were less advanced in some aspects of knowledge than some of the students they were teaching."

To remedy the situation, Dr. Byrne recommended application of the "Methodical outlook" of science both in preparing teachers and developing students. Such a program, he said, would serve as a start in "curing some of our educational ills."

For a first step, he urged that "education departments add personnel fully conversant with the resources of the unity of science movement, now wholly lacking in these departments." Such a movement, he said, would "build bridges" among the various branches of scientific thought.

"Introductory study of modern logic and general language is needed," he declared.

He also suggested "a less restricted conception of the problem of general education than is now usual in educa- toward "a wider representation of the tion departments" as a possible step intellectual competence of our time in the guidance of American education."

Educational thought in America today, he said, is a battle-ground for conflict between "the science of education party which rejects all philosophy in teaching and the Progressive education party which stems from the philosophy that children learn by doing." Both, he said, tend toward the unity movement and if both would actively accept it, "the often demanded goal of a unified intellectual outlook" could be attained.

Doubt War In Europe Can Upset Colleges

Easton, Pa.—As long as the United States remains neutral, the war in Europe is not expected to seriouslv disrupt scholastic work on the Lafayette College campus, a cross-section poll of the Lafayette undergraduates reveals.

Should the United States enter the war, however, the situation would be different, in the opinion of the majority of those questioned. They expressed doubt that the students could continue conscientiously at their books, aware that they might soon be called for military duty.

Pacifism, which in the past made itself felt on college campuses, is beginning to disappear, the poll showed, with the Nazi-Communist combination given as the prime reason for the change.

School Control Assailed By Boas

Buffalo, N. Y.—Dr. Franz Boas, Columbia University scientist and educator, appealed today for the enlargement in education of intellectual freedom, "without which a democracy and a representative government are inconceivable."

"We all know that on the whole our schools are administered on purely authoritarian principles," the anthropologist told the national convention of the A. F. of L.—affiliated American Federation of Teachers.

"The board of trustees or the board of education controls the principal. The principal controls the heads of departments, the heads of departments control the teachers. This is all too frequently the type of administration which precludes a healthy development of intellectual and spiritual freedom.

"If democracy is to succeed our whole body politic must become saturated with the idea of intellectual freedom."

Prevent Students Overworking for Pay

New London, Conn.—An effort to prevent overloading with remunerative employment by students who are helping themselves through college is being made by Connecticut College for Women. Because too much outside work is frowned upon as harmful to both the health and scholarship of the student, definite restrictions have been placed upon the amount and kind of work which may be undertaken.

War Study Course Listed By College

Washington, Pa.—The President, Ralph C. Hutchison, recently announced Washington and Jefferson College had inaugurated studies of the "Second World War," designed to help prevent "mass hysteria" which he said characterized the 1914-18 conflict.

Three faculty members will teach four war courses bearing full college credit and ranging from the cause of the hostilities to the accompanying propaganda.

New Jersey Payments On School Bonds High

Trenton, N. J. — School bonds have cost New Jersey taxpayers more than $100,000,000 in interest payments alone during the last 11 years, the State Taxpayers' Association reported in a survey of school property expenditures from 1927 to 1937.

During the period, school property valuation, based on original cost, increased from $241,512,247 to $341,111,936, a growth of 42 per cent, while pupil enrollment went from 739,010 to 779,713, an increase of 5 per cent.

Interest payments for the 11 years totaled $100,700,000 more than the total increase in valuation of buildings, land and equipment during the period. Debt service charges amounted to an average of nearly $17,000,000 a year, the total being $186,400,000. Of the latter amount, 54 per cent represented interest.

"New Jersey's school bond interest payments are recorded as th ehighest per pupil in the United States," the report said.

"It's Never Too Late To Learn"

Syracuse, N. Y.—Percival F. Brittan insists that it's never too late to learn. When he came to the United States from Great Britain in 1920—at the age of 39—he had only a grammar-school education. By studying nights, he obtained a high school certificate, then completed a normal-school course that qualified him as a teacher of drawing and music. Now he is studying at Syracuse University to get a college degree. On the side he is studying French at Central High School—just because he likes the language.

Drill Opposition Suspends Pupil

Augusta, Ga.—For refusal to participate in military drill, the young son of a Protestant minister in this City, has been sent home from high school, and the petition by his father to the County Board of Education for his reinstatement has been denied. Now the father appeals to the State Board of Education that his son may not be denied the right of a high school education, and sets forth that no other high school is available to the boy. Paul Brinkman is the son, and the father, the Rev. David Brinkman, an evangelist.

Said To Be Oldest School House In U. S.

York Village, Me.—Believed to be the oldest school house existing in America today, a simple one-room structure here was built in 1745 and served its community for many years. The "little red school house" has been bought by the Association for the Preservation of Historical Landmarks and Buildings and will now remain on permanent exhibit.

In it can still be seen the uncomfortable benches, the draughty fireplace, the whipping post and the old wooden bucket with gourd drinking cup attached. This school house was used as a home from 1850 to 1880 and as a store house until 1936.

Now restored to its original state, the school shows graphically the changes that have taken place in the field of education in the last two centuries. The hemlock boards outside and the pine slabs inside, together with a birch bark lined shingle roof, formed the only protection against the elements. The heavy beams of the building are held together by large round pegs.

World War Nearly Brought Back Slates

Boston.—Under date of Oct. 5, 1916, Boston newspapers carried the following story: "There is no fear that Boston school children will be forced, as may those of New York to return to the old-fashioned slate and slate pencils formerly indispensable in the lower grades, on account of the paper shortage throughout the country; at any rate, not during the present financial year of the school term." A dispatch from New York, the same day, said, "Harking back to the days of the little red schoolhouse by the wayside, New York authorities are seriously considering installing slates and slate pencils in the city schools. High price of paper is the reason." Six months later the United States entered the World War.

Eastern Conference Of N.V.G.A. Dec. 1 and 2

The Eastern Regional Conference of the National Vocational Guidance Association, under the auspices of the New England Vocational Guidance Association of which Dean Jesse B. Davis, Boston University School of Education, is Chairman and Herbert W. Saul, Director of the Boston Y.M.C.A. Guidance Department, is President, will be held at Boston University Friday and Saturday, December 1 and 2.

Friday will be devoted to group discussions from the educational and industrial viewpoints, including labor organizations and trade schools, Dr. Rex B. Cunliffe, President of the National Vocational Guidance Association, will be the speaker at the banquet Friday evening. On Saturday there will be short addresses on pertinent subjects.

Reservations may be made with Archibald C. Taylor, Boston School Department, 15 Beacon Street.

Apple Institute To Supply Teachers

Wakefield, Mass.—Wakefield school teachers will not be deprived of the apple a day that keeps the doctor away, Thomas H. O'Neill, manager of the New York and New England Apple Institute, avowed when he read about the school committee of that town banning the practice of pupils pleasing teachers with a red apple.

The apple growers of his organization will keep the Wakefield teachers well supplied with apples, despite the ban, O'Neill declared. Their supply will be enough to pass along to the children, in reverse of the age-old custom shattered by the Wakefield committee, he promised.

According to the new school board regulation in this town not a bouquet of flowers nor any other gift may be given Wakefield teachers. Such gifts, the board explained, lead to accusations of favoritism and hurt the feelings of those children who do not bring presents.

Most of the school departments of Greater Boston have regulations against teachers accepting gifts.

ZEST FOR AERONAUTICS FOUND AMONG NATION'S SCHOOL GIRLS

New York.—The first authentic measure of an early feminine interest in aeronautics is revealed in the survey which Air Youth of America has made in cooperation with the Federal Bureau of Education, as a preliminary to launching its program for providing expert leadership for the air-minded youth of the United States.

Figures tabulated as the result of a questionnaire which penetrated the high schools of a typical cross-section of the country show that one girl to every eight boys in the Middle West and one to every ten in the East have a desire to learn something about aviation.

This ratio is sufficiently encouraging, in the opinion of the committee which will formulate plans for the program of the new national agency, to warrant inclusion of girls of high school age in the plan to stimulate junior aeronautics.

"We feel," explains Ernest Gamache, director of Air Youth of America, "that the fact that almost 5,000 girls replied to our questionnaire indicates a desire to study some phase of aviation and warrants our belief that with trained leadership the study will enlist the interest of a vastly greater number of very young women."

A part of the plan of the founders is to provide in every high school in the country expert guidance in the field of aeronautics. This stimulus has been lacking in all but a few schools. As an outgrowth of the teaching, the establishment of clubs of boys and girls is contemplated, with the expectation that there will be an enrollment of almost 2,000,000 young people.

With the cooperation of Dr. John D. Studebaker, United States Commissioner of Education, a questionnaire was prepared last year which was sent to 25,000 high school students. Urban and rural districts were included in an effort to arrive at an accurate cross-section. Questions of general and specific interest in aviation were included. Girls to the number of 4,767 indicated a desire to pursue some branch of the study. The same questions drew favorable replies from 28,070 boys.

PHILADELPHIA PLAN ASSISTS TEACHERS ON WAR ATTITUDE

Philadelphia, Pa.—Plans for the election of a "committee of 49" with the two-fold duty of "directing" the professional attitude of school teachers toward the European war and promoting the "American way" have been approved by more than 300 Philadelphia public school principals and were to be submitted to all public school teachers here.

If approved, the committee will be known as "The Committee of Forty-Nine for the Study and Practice of the American Way," and will be chosen from the various departments within the school system.

Its function will be:

1. To make suggestions from time to time concerning school employees' conduct "regarding the European situation and as to the position of our own Country towards the war."

2. To propose from time to time plans "designed to promote in our schools the study and practice of the American way of human relationships and government."

Dr. Alexander J. Stoddard, Superintendent of Schools, said emphatically that the committee was not for the purpose of "telling anybody what to do or think," but to assist instructional employees in interpreting the war in the classroom.

Collegians Turn Into Business Men

CEDAR FALLS, IA.—A hobby which they turned into a business has been paying half the college expenses of Norris Pritchard, Dike, Ia., and his brother, James, at Iowa State Teachers College here. With $35 worth of machinery, much of it homemade, they manufacture sorority paddles and Greek letter sports pins.

Cornell Plans Test Of Pupil-Thinking

Ithaca, N. Y.—Cornell University, aided by an $18,000 grant from the General Education Board, has started a three-year experiment to discover whether a capacity for critical thinking about social problems can be developed in high school pupils.

Believing that the welfare of a democratic State depends upon the capacity of its citizens to form independent judgments on a rational basis, the university is interested in developing methods and materials which will contribute to this end. The materials to be used will include problems at present included in the high school social studies curriculum. To train the pupil in critical thinking, these materials will be arranged so as to encourage him to evaluate evidence and draw conclusions.

N. J. Girl Ousted On Flag Salute

Secaucus, N. J.—The religious fervor of Vivian Hering, 10, child of a family that professes the faith of Jehovah's Witnesses, has again proved an obstacle to her education in the public schools here. She was barred from Huber St. school as she sought to register.

Vivian and her sister Alma four years ago refused to salute the American flag, denying reverence to any symbol except that of the Deity, and were expelled from the school, which is named after President Lincoln.

The case went to the State Supreme Court, which upheld the school authorities. The Herings appealed to the United States Supreme Court and in March, 1933, on the ground that "no substantial federal question" was involved, the court declined to pass on the constitutionality of the New Jersey State law.

Boston Excuses Non Saluters

Boston.—Faced with the refusal of six children in two Hyde Park schools to salute the flag, the Boston school committee issued a ruling temporarily excusing the students from saluting, pending the issuance of a decision by the state supreme court in a similar case. The children, during the patriotic exercises in which the salute is given, will be assigned other duties.

In communications to Supt. Gould, the schools' headmasters said they had conferred with the parents of the children, but that the latter had refused to try to induce their children to give the salute. The principals also said the parents had asked that they be given written statements explaining the cause if the children were expelled. The parents were said to have explained that these written statements were necessary if the children were to be allowed to enter a school stablished in Sudbury for children whose religious beliefs forbid saluting the flag.

It was reported the children had saluted the flag in past years, but that at the beginning of this school term they "politely" refused to do so.

Western Etiquette For Turkish Schools

ISTANBUL. TURKEY.—How to shake hands, receive guests, entertain them at the dinner table, converse freely—these will be emphasized in Turkish schools this year. Under the leadership of General Ataturk, the transition to a Western type of civilization had gone on apace. But despite his death, the Turkish Board of Education has in a recent circular indicated its desire to continue not only Western methods of study but also our etiquette.

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Student Trend Changing at Harvard

Cambridge, Mass.—In spite of undergraduate interest in international affairs—proven beyond doubt by the great increase in military and naval science courses which was announced recently—the enrollment in the social sciences has shown a tendency to fall off this year, it was announced by Harvard College.

Appreciation of the fine arts; English composition; American history; French literature—these are the subjects, rather than international relations, European history, and economics which have shown increases in student enrollment.

This surprising result was partly explained by the fact that the elementary, Freshman course in English composition is being counted toward the degree for the first time this year, and has taken more than a hundred first year men away from the other courses. Involved also is the fact that there are some 50 fewer Freshmen this year than last; but it still remains true that instead of the expected large increases in courses touching upon international affairs, the trend has been in the opposite direction.

Sells Mule For Tuition

Columbia, Mo.—To obtain money for his registration fees at the University of Missouri, Harmon Smith decided to sell his mule, Rosie, which he rode into town after an eleven-day trip of 330 miles from Cardwell, near the Arkansas border. He turned Rosie over to a mule dealer.

"Rosie had to go," Smith said with a sigh. "I want to be a veterinary surgeon. And it costs money to go to school."

Declares Child Teaching Lags

Cincinnati, Ohio. — With less than 5 per cent of advanced graduate studies in education in preparation for doctorates and masters' degrees concerned with the problems of some 10,000,000 American school-age children requiring special attention in their schooling, the country is unprepared to face this situation, according to Dr. Carter V. Good, Professor of Education in the Teachers College, University of Cincinnati.

If American school systems in the new decade should decide to provide "reasonably adequate instructional facilities for the approximately 10,000,000 children who need special consideration in the solution of their educational problems," they would find research methods and investigational evidence wholly inadequate for a substantial basis for such a program, Prepared for the International Council fessor Good indicated in a report prefor Exceptional Children.

Blind Student, 21, Studies Journalism

State College, Pa.—Robert A. Ross is setting out confidently on a career despite loss of his sight seven years ago in an explosion.

Newspaper reporting, rarely attempted by the blind, is the goal of the 21-year-old Altoona, Pa., youth. He entered Pennsylvania State College as a freshman in journalism and already he and his seeing eye dog Rita are a familiar sight on the campus.

"Rita still gets mixed up on several of the buildings," said Ross. "When I tell her to go to Schwab Auditorium she usually takes me to Old Main. On other buildings, though, she is fairly accurate."

Dean of men Arthur R. Warnock has requested publicly that students avoid helping either the dog or her master.

Educator Calls College A Waste

Buffalo, N. Y.—College is "just a waste of time," in the opinion of Edward Mathews, organizer of the Homestead Guild School at Antrim, N. H., where youngsters of high school age earn their education by making shoes.

"It keeps a boy or girl away from the practical world for four years," said Mr. Mathews, a former member of the faculty at Antioch College. The average college graduate, he told interviewers, "doesn't know how to get a job."

Mr. Mathews said he had turned down offers of endowment for his school because "if you're endowed, how do you ever know if you're successful?"

Teachers of English Meet in New York

Boston.—The National Council of Teachers of English will hold its twenty-ninth annual meeting in Hotel Pennsylvania, New York City, November 23-25.

During the convention there will be opportunity to meet leaders in the field of English teaching and to visit places of interest in New York. Further details may be obtained from Winifred H. Nash, Memorial High School for Girls, Boston.

ST. LOUIS OPENS GENERAL COLLEGE FOR DEVELOPMENT, NOT DEGREES

St. Louis, Mo.—A new experiment in American college education got under way when St. Louis University opened classes in its General College, a new creditless, degreeless unit that has for its object the personal development of students who cannot or do not care to finish the regulation college course.

Setting aside the old educational demand for command of knowledge in favor of personal growth, the two-year curriculum discards current forms of credits, grades and examinations and seeks to make students culturally educated people, fit to proceed with their own education and to adapt themselves to a constantly changing economic and social environment. Faculty members at the university will administer this radical change in teaching procedure and course content.

Specifically, the General College has been established to satisfy the needs of three types of students: Those who for financial or other reasons, have only a limited time to devote to college work; those who plan to go into vocational pursuits not requiring academic degrees, yet who desire to improve themselves culturally; and those who wish to fit themselves for entering a degree-conferring college.

Under certain conditions, students who have successfully completed at least one full year in the General College will be recommended for admission to degree-conferring colleges of the university, provided the Faculty gives a recommending vote concerning college ability, that the student meet a certain standard in special recommending examinations and that the Committee on Educational Policies votes the recommendation.

Pupil Urges Schools To Fit For Jobs

Columbia, Mo.—Hilda Scott, 16-year-old high school graduate who won $1000 in a magazine essay contest, expressed dissatisfaction with the nation's high school system of education.

"They should emphasize putting people into definite jobs in life rather than giving them a general education," she said. "You learn a lot of stuff you can never apply. You learn about old battles and Latin but you don't know the significance of current events."

She said she believed there should be a "happy medium" between vocational and general courses in high schools.

A Family Of Teachers

Rusk, Tex.—Mr. and Mrs. Charles Thompson of Rusk, who celebrated their 50th wedding anniversary recently, have unusual records as educators. Mr. Thompson taught school for 40 years—without missing a day on account of illness. Mrs. Thompson was a teacher for 30 years. Five of their six children are teachers.

Whittier College Has 50-Year Plan

WHITTIER, CALIF. — President W. O. Mendenhall recently announced a "Half Century Plan" for Whittier College, a southern California Quaker institution, which ultimately will provide a dozen new buildings and other campus improvements at a cost of about $1,000,000. The college is some fifty years of age, located on a 100 acre campus, and at present includes twelve edifices. Trustees have engaged Beatrix Farrand as their landscape architect.

Chelsea High Girls Had to Park Dolls

CHELSEA, MASS. — Chelsea High School girls recently were forbidden to bring their dolls to school or to come to classes in childhood costumes with ribbons on their hair.

The ban on such practices was issued by Robert R. Webber, headmaster at the school. Pupils planned sorority initiations, the unorthodox costumes being a part of the program. Webber pointed out that two years ago similar activities climaxed in two automobile accidents and he felt that the school could not encourage activities which might lead to danger. Accordingly he forbade all initiation pranks on the school premises—the dolls and girlish clothes being included in the ban.

School Children In the United States

WASHINGTON.—According to records of the U. S. Office of Education, there are approximately 22,000,000 children ranging in age from 5 to 14 in elementary schools, public and private throughout the country. They are taught by more than 650,000 teachers. Principals, supervisors, superintendents, and service employees swell the number beyond 700,000. The latest published figures available show that slightly more than half of the children in public elementary schools in this country attend school in a community of 2,500 population or less. They go to school approximately 33 weeks of the year at an average cost of $56.39 per child.

40,000 Negroes Go To College

New York—Approximately 40,000 young Negro men and women are attending college in the United States, as against 1,643 students from their ranks in 1915, according to Dr. Jackson Davis, Associate Director of the General Education Board here. At a dinner honoring the friends and benefactors of Bennett College, a school for Negroes in Greensboro, N. C., held at the national headquarters of the Young Women's Christian Association here, growth in Negro education was stressed.

Dr. Angell Warns Of Regimentation

New Haven, Conn.—Regimentation, like "Ole Man River," should be kept from the door of the great independent educational institutions of the United States, in the opinion of Dr. James Rowland Angell, President Emeritus of Yale University. Instead, full support should be accorded such privately endowed institutions as a means of combatting that regimentation of thought peculiar to the totalitarian governments and which they use as a "prerequisite for their existence," Dr. Angell said.

Hobby Teacher Hired For Pupils

Auburn, Wash. — The Parent-Teacher Association here has engaged an instructor to lead school pupils in making the most of their hobbies. Mrs. P. C. Knapp, appointed Chairman of the Hobby Committee, told the pupils that if they have no hobby now it is the time to start one, and that the teacher will give valuable information on hobbies of many varieties.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly at Boston, Massachusetts, for October 1, 1939.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443 Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

Managing Editor Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

New England Publishing Company, 6 Park Street, Boston, Mass.

Anson W. Belding, 277 School Street, Watertown, Mass.

Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

Mrs. Mary M. Belding, 277 School Street, Watertown, Mass.

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 16th day of October, 1939.

KARL H. BROCK.

My commission expires April 10, 1942.

BOOK REVIEWS

The School Newspaper

THE STUDENT EDITOR. By James W. Mann. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Editing and publishing the school newspaper can be one of the most educative activities open to pupils in a junior or senior high school. Most of the textbooks hitherto available in this general field have been designed for use in senior high schools. Now comes "The Student Editor," skillfully prepared with the needs of junior journalist sin mind.

With its appealing cover and broad pages, this manual not only tells in simple language just how to organize and conduct the school paper but also brings a current of lively interest to the whole enterprise. High standards of newspaper ethics are set up. While possibly the plans suggested will seem to fit a large school better than a smaller one, it is easier to omit superflous details than to supply those omitted by an author.

This is not a guide to the issuance of a literary magazine but of a newspaper. Yet the hints on publishing literary material in conjunction with the news sheet will be helpful.

Both the book and the project it depicts are deserving of high commendation.

Haves and Have-Nots

THE GREAT POWERS IN WORLD POLITICS. The New Edition. By Frank M. Simonds and Brooks Emeny. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

There is much to be said in favor of studying history backwards, as one does in this text for high school pupils by the late Frank H. Simonds, distinguished newspaper correspondent, and Professor Brooks Emeny of Western Reserve University, an economist and author of note.

"The Great Powers in World Politics" approaches the present international scene with a view to discovering, first, what are the principal conflicting forces, and, second, what are the causes beneath and behind those forces. The book has as its main thesis the belief that no enduring peace can be attained so long as deep disparities exist between the nations in their economic resources. Political wrongs which occasioned many an earlier war have been superseded by economic factors as world irritants. This theory is borne out by the willingness of various populations to surrender their individual rights completely to some dictatorial system whether of communist or fascist nature.

Revised to the very moment of publication in the late summer of 1939, the work will require supplementing from the daily press and the current magazines. But these will serve to bring out all the more clearly the value of the background material so interestingly and graphically presented in this masterly volume. A profusion of well chosen maps and charts is provided in this history which so helpfully interprets the present by the past.

All-Around Growth

TEACHING WHOLESOME LIVING. By Alma A. Dobbs, M.A. New York: A. S. Barnes & Company.

We speak of brick walls and are likely to forget that mortar or cement must be used to bind the bricks together. And so it may be that instruction in the classrooms has focused attention so closely upon prescribed studies as to have overlooked the binding material needed to fill in the chinks and make a true and enduring structure.

"Teaching Wholesome Living" is a book for parents, principals and teachers; a book which does not offer an additional course or subject but a unified way of thinking about life and a means of seizing countless occasions for developing in the child well-rounded habits, ideas, attitudes and principles. It is character education, no doubt, but it gets away from moralizing and seems to embrace the whole pattern of happy and healthful growth through everyday activities and experiences.

"Teaching Wholesome Living" has resulted from a long period of experiment in the public schools of Los Angeles, in which the author, Miss Alma A. Dobbs, holds an important supervisory post.

The book combines idealism with practicality to a rare degree. It should help many a teacher to accomplish vastly more than the production of model scholars. It opens a doorway to intelligent and self-disciplined living.

Vocabulary Aid

WORD WEALTH. By Ward S. Miller. New York: Henry Holt and Company.

Systematic development of the pupil's English vocabulary has been a pretty much neglected phase of education. Yet it is one that might more quickly implement the learner to go forward in his studies, whether in school or out, than any other form of effort.

"Word Wealth is a promising attempt to anticipate the growing demand for textbook material in this field. Herein are offered nearly a thousand words commonly encountered in books and newspapers, but likely to have only a vague or mistaken meaning in the minds of high school students. The book is divided into units, each of which aims to familiarize the pupils with twenty-five words and their main definitions. Teasers, pretests, illustrative sentences and after-tests are among the devices furnished. A number of more difficult words are included for the brighter members of the class.

Attention is drawn to pronunciation wherever this seems necessary, and there are supplementary chapters on word analysis and spelling. The text is intended to take about twenty minutes a day, six days each month, during three high school years. It represents a type of training that should open mental doorways to culture. Especially should it help to disarm those university professors who charge that the secondary schools do not teach pupils to read.

Book Reviews—Continued

Enjoying Poetry

POEMS FOR MODERN YOUTH. Edited by Adolph Gillis and William Rose Benet. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin.

As the reviewer to whom this book was entrusted lived with it day after day, he became more and more impressed with the surprisingly few of his favorites which were missing. This aroused his curiosity as to the number of poems to be found in this modest-sized book, and he decided to report to his "gentle readers" on the subject. With the best of intentions, however, he is unable to do so, since each time he has counted through the table of contents, he has obtained a different result. Therefore, it must suffice to say that there are over four hundred poems, grouped in thirteen sections. Among these divisions are "Stories Brave and Strange," "Modern Marvels," "The Funny Side," "The Well of Wisdom," "Challenge to Courage," "Remarkable Sonnets," "Footloose for Far Places" and "Men and Women in Literature and Fable."

In the group labeled "Stories Brave and Strange" we find such poems as de la Mare's "The Listeners," Lindsay's "General William Booth Enters Heaven," Hodgson's "Eve," Hay's "Jim Bludso" and James Weldon Johnson's "Go Down, Death." In "The Workaday World and Its People," typical examples are Untermeyer's "Caliban in the Coal Mine," Bunner's "A Pitcher of Mignonette," Kaufman's "The Three Ducks," Markham's "The Man with the Hoe," Morley's "Smells" and Lindsay's "Factory Windows are Always Broken." In spite of the fine collection of modern poetry which this book contains, it must not be regarded as an anthology of poems of today. Some of the names that leap to us from the pages are those of Poe, Whitman, Holmes, Goldsmith, Emerson, Keats, Tennyson and Browning.

It goes without saying that any lover of poetry will lament a few of the omissions in a book of this type. However, it makes no pretensions to being an anthology of any country or period. Its title describes it. It is a textbook with an equipment of teaching helps and suggestions. The pedagogical principles upon which the work is based show the influence of the *Experience Curriculum* and the *Correlated Curriculum* published by the National Council of Teachers of English.

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Overseas Geography

NATIONS BEYOND THE SEAS. THE EARTH AND ITS PEOPLE. BOOK THREE. By Wallace W. Atwood and Helen Goss Thomas. Revised Edition. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Satisfying in its eye appeal, this geography text, "Nations Beyond the Seas," tells its story of the earth's peoples in clear, straightforward English. A good sense of relative values has been manifest in the omission of information that could only clutter the mind for a moment and never really stick.

An important characteristic of the work is its treatment of colonies in connection with the nation which controls them.

The book is divided into convenient units, and imaginary journeys have been offered as a means of vivifying the study of maps and text.

There is an abundance of colored maps of particular attractiveness and clarity, as well as many maps in black and white. Illustrations are numerous and apt, and bear intriguing legends.

With no lack of modern teaching aids, this latest addition to the Atwood-Thomas geographies gives promise of achieving the real objective of all geographic study—the broadening of each pupil's knowledge and understanding of the world in which he lives.

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Arithmetic and Life

TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL. VOLUME III, UPPER GRADES. By Robert Lee Morton. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

"Teaching is somewhat like spreading a table with food. You make it available but it is not your fault if the students will not take what is spread before them." These words are quoted as being uttered by a college professor of mathematics. No man, however, who approaches his work in this way deserves to be called a teacher. Teaching in any field means the mastering of an art. To this rule arithmetic is no exception. No one ever taught it effectively without giving time, energy and ability to studying the best methods of presenting his material. The present volume was written for those willing to do this. Although it will be used primarily as a text in teachers' colleges, it should also receive the attention of other teachers of arithmetic. It is the third in the series prepared by its author, Robert Lee Morton, professor of mathematics in Ohio University, the first being for primary grades and the second for intermediate. Volume III has been written especially about the mathematics of the seventh and eighth grades as taught in that large majority of the nation's schools in which a junior high school is not a part of the organization.

Although to many the very name of arithmetic is synonymous with "dry as dust," the book is delightfully interesting. The topics that are discussed are alive and stimulating. For example: Chapter I takes up the following subjects: "Is arithmetic difficult?"; "Is arithmetic foreign to children's lives and interests?"; "Is arithmetic poorly taught?"; "The teacher's contribution to meaning and insight"; "Illustrations of effects of poor teaching."

▼

Exploring the New World

THE NEW WORLD—PAST AND PRESENT. By Victor L. Webb, Edna Fay Campbell and William L. Nida. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

When we get down to brass tacks and try to think through the matter of the division of knowledge into divers separate departments, we find that after all they are not separate. Each subject is related to every other subject. The teacher who thinks of one field as being shut off by a "bull-high, hog-tight fence" from all other arenas of mental activity is a novice and a bungler. This is illustrated by the close inter-relation of history and geography. Nobody can master either of them without knowing the other. This is the principle upon which *The New World—Past and Present* is based. The work now before us is a

revision of Nida and Webb's pioneer history-geography, and a companion to *The Old World—Past and Present*, which was published last year. These two books together provide a unified introductory survey of the world so written and organized that it is always meaningful to the grade-school pupil.

We have here an exceptionally attractive book replete with fine illustrations and clear colored maps. It is safe to venture the assertion that children will enjoy this volume. We must not forget, however, that it is a really significant pedagogical exhibit. The following words from the preface are worthy of careful consideration. "The chief end to be gained in such a survey has to do with attitudes. Instead of regarding history and geography as separate objects, remote from his own experiences, the child now sees a definite connection between the life of the past and the life in which he has a share."

History for City Children

OUR COUNTRY. Parts I, II, III. By James A. Woodburn and Howard C. Hill. New York, Chicago, Boston, Toronto: Longman, Green and Company.

These three volumes, as we are informed in the sub-title, constitute "A United States History for City Boys and Girls." They follow closely the new Course of Study and Syllabus in History. This consists of twenty-five units, which trace our history from its beginning down to the present day. For example, the titles of the first and second units in Part I are "The Struggle for a Continent" and "Development of the Colonies," and the last two in Part III are "Peace Movements Following the War" and "The Great Depression and the New Deal." The Units between these comprehensively give the story of our national life and explain the significance of its outstanding events in such way as to be meaningful to those for whom the volumes are intended. The books are provided with ample and excellent teaching and study suggestions. Chapter II in Part I is concluded by the following: "Important Things to Discuss," "Important Things to Remember," "Names," "A Review Test for Practice," "Dates," and "Get Acquainted with These Books." Other units contain different teaching hints and exercises. There is in some instances considerable stress on map-drawing and the mastery of the vocabulary of the subject. In several of the units the approach is refreshingly original.

Taking these books all in all, they represent excellent modern pedagogy as it is applied to history. Although the units are arranged chronologically, that phase is not so obtrusive as it was in the older type of histories. Parts II and III are prefaced by reviews which would naturally help the child to connect what he learned last month, or last year, with which he is going to take up tomorrow. It is hard to think of any pedagogical device which these authors have ignored. Frequent suggestions are made that certain material be dramatized. Many of the test questions are of such a nature as to cause the child to think of certain contemporary problems in the light of history. One exercise gives a list of place names with instructions as to finding their origin. There are a number of unusually good matching tests. Looking at the fine array of pictures in these three volumes is in itself an educating experience, even for those with more mature minds than the boys and girls for whom they are primarily intended.

English from a New Angle

AMERICAN ENGLISH. Books I, II, III, IV. By Mabel Goddard, Louise Schafer Camp, Eva Hanks Lycan, all of Arsenal Technical Schools, Indianapolis, Chicago, Philadelphia, New York: J. B. Lippincott Company.

Imbued with the spirit of America are these four books of "American English," aimed at students in the four grades of a traditional high school.

If any young person inclines to the view that "English doesn't get you anywhere," exposure to such a series as this should change his attitude. Growth in language power through exercise in meeting everyday situations demanding effective speech or writing —this apparently has been the underlying thought of the high school teachers who contrived these books. They impress the reviewer as a highly successful carrying out of that educational design. Apparently the whole range of expected subject matter has been included. But something of rare dynamic quality is also present. There is unusual recognition of the close and vibrant relationship between English as we use it in the United States and the quick tempo of American life.

To prevent English from becoming a boresome study and to enlist the pupil in a serious quest for self improvement, is half the battle. The other half consists in presenting the necessary facts and principles in orderly fashion and in clear statements. These volumes give promise of meeting both these tests quite admirably.

Grins Between Grinds

WHO'S WHO IN THE DARK

Tobe: "See hyah, woman! Didn't Ah see you kissin' a no-count piece o' trash las' night?"

Liza: "Gwan, Tobe. It was so dark Ah thought it was yo'."

Tobe: "Come to think of it, mebbe 'twas me—what time was dat?"

* * *

SMALL BOY'S DIARY

February 24—Got an airgun for my birthday.

February 25—Snowing. Can't go hunting.

February 26—Still snowing. Can't go hunting.

February 27—Still snowing. Shot at Grandma.

* * *

WINDED

The young man grasped the handrail of the last car and swung himself up to the rear platform, gasping for breath. It was plain that he was quite winded. A bronzed, heavy-set middle-aged man eyed him with disfavor.

"When I was your age, young man," he remarked, "I could sprint down the station walk and catch a train without puffing like that."

"Yes, but I . . . missed this one . . . at the . . . last station," panted the new arrival.

* * *

SAM'S PREFERENCE

(London Tit-Bits.)

An old Southern planter was discussing the hereafter with one of his workers.

"Sam," he said, "if you die first, I want you to come back and tell me what it's like over there. If I die first, I'll come back and tell you what it's like."

"Dat suits me fine, sah," replied the old Negro, "but if you dies first, ah wants you to promise me dat you'll come back in de daytime."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

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CLASSROOM CLINIC

(*Continued from page* 275)

activities, the assumption being that there can be no limit.

All too many over-eager youths (often the most promising) are egged on to catastrophe by their teachers and proud parents, even by their own aptitudes and successes. And from what I can gather from different parts of the country the toll of mental and emotional breaks is highest among the choicest youths. On this item there should be a careful objective study.

Fine organizations outside the school bid for these more promising youths and their parents want their children to be in many activities—so fine to brag about. In the long run the leaders of the several activities in the school or community, being human, are more inclined to think of the success of the particular activity than of the youth it might serve. Therefore each leader has his eye on the boy or girl who would contribute most to the success of his program. A certain high school girl once said in a public forum I was conducting, in the presence of the high school principal, Scout and Y leaders, and the leading clergymen of that city of about 5,000, "It sometimes seems to me that you leaders supposedly doing good are all out vying with one another for those of us you think will give you most glory. And what are we to do?"

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